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ABSTRACT

The California State Library convened the Convocation on Providing Public Library Service to California's 21st Century Population with the goal of creating a vision of public library service in California. Over 100 library leaders and supporters gathered for two days of meetings and work sessions. These proceedings are designed to give a detailed view of the Convocation, including: California's 21st Century Population: a demographic profile; 15 perspective papers on the major topics of the convocation: access, collection development, community collaboration and outreach, lifelong learning, promoting the value of libraries, staffing to serve California's 21st century population, technology in libraries; recommendations for the California State Library, the California Library Association, public libraries, library schools, and library supporters; remarks of Dan Walters, syndicated political columnist and author, and Richard Rodriguez, journalist and author; names and affiliations of Convocation participants; and references and resources from the Convocation. Included separately is the "Summary of Input Received for the Public Forums on the California State Library's Convocation on Providing Public Library Service to California's 21st Century Population" dated November 4, 1997. (AEF)

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CONVOCATION PROCEEDINGS

21st CENTURY

Providing Public Library Service
to California's 21st Century Population

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1997
A Publication of the California State Library

Convocation on Providing Public Library Service to California's 21st Century Population

Convocation Proceedings

Edited by
Shelly G. Keller, Convocation Coordinator

California State Library
Sacramento, California
July 1997

Dr. Kevin Starr, State Librarian of California

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Preface

California's public libraries are at a crossroads. As we face the 21st century, dramatic forces are impacting public libraries: immigration is rapidly changing the composition of California's population; public funding has fallen; the gaps in educational attainment are widening; and new information technologies are redefining how we access and use information.[1]

Fundamental changes in the California environment – from how libraries are funded to how the electorate views immigration and diversity – pose tremendous challenges for libraries and librarians in the 21st century. Despite these challenges, the outlook for California's public libraries is bright because support for public libraries runs wide and deep. Public libraries are places where people help people get closer to their potential. This is, perhaps, the most human of endeavors. Despite the value libraries bring to Californians – both individually and as a society – libraries must change if they are to meet our future education, information and recreation needs.

The California State Library convened the Convocation on Providing Public Library Service to California's 21st Century Population on May 22-23,1997 with the goal of creating a vision of public library service in California. Over 100 library leaders and supporters gathered for two days of meetings and work sessions. Their purpose was to assess the state of library services to diverse populations and develop recommendations for new statewide programs that respond to the needs of California's population in the 21st century.

The recommendations contained herein reveal participants' ambitious dedication to redefining the role of public libraries in their communities. Their recommendations also prescribe new directions for the California State Library in how it develops and supports public library services. The California State Library could not have fulfilled the Convocation's purpose without the support of each library professional and library supporter who participated in this convocation.

I thank them, and you, for your concern and dedication to helping public libraries meet the education, information and recreation needs of California's 21st century population.

–Dr. Kevin Starr, State Librarian of California

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[1] Institute for the Future, *Entering the 21st Century: California's Public Libraries Face the Future* (Sacramento, CA, California State Library, 1996), p.iii

Acknowledgments

The California State Library gratefully acknowledges the hard work and dedication of the Convocation Planning Team, including: Martha Arroyo-Neves, San Francisco Public Library; Liz Gibson, California State Library; Luis Herrera, Pasadena Public Library; Susan Hildreth, California State Library; Shelly Keller, Convocation Coordinator and Proceedings Editor; Kathleen Low, Convocation Chair, California State Library; Gerald Maginnity, Mountain Valley Library System; Bessie Condos Tichauer, California State Library; and Patty Wong, Berkeley Public Library.

Several library professionals helped to prepare the Convocation participant invitation list, including: Kristie Coons, Kern County Library; Billie Dancy, Oakland Public Library; Anne Marie Gold, Contra Costa County Library; Susan Kent, Los Angeles Public Library; and Kathleen Ouye, San Mateo Public Library. The State Library gratefully acknowledges their dedication and assistance in making this Convocation a success.

Thanks also to each and every Convocation participant for helping the State Library develop recommendations for library service that respond to the needs of California's 21st century population.

Introduction

In the fall of 1996, California State Library staff approached the State Librarian with a proposal to convene a statewide convocation to assess library services to diverse populations and develop recommendations for new statewide programs that would address the needs of California's population in the 21st century.

It has been nine years since the State Library convened a similar conference, "A State of Change: California's Ethnic Future and Libraries," in 1988. The purpose of that conference was to explore the changing ethnic character of California and its implications for libraries. The State of Change Conference produced a total of 177 recommendations. Conference attendees targeted 34 recommendations to the California State Library, 106 recommendations to local library jurisdictions and library supporters, 13 to library schools, and 24 to the library community at large.

In the following years, the California State Library responded to 19 of its 34 recommendations. Responses included creation of the Partnerships for Change Program (1989-1995) as well as funding of a variety of training and collection development programs for public libraries throughout California.

Since 1988, new issues have emerged that impact the future roles of public libraries in California, including:

- The continued, rapid change in California's demographics in terms of age, income, employment, and cultural diversity;
- A growing proportion of young people who live in homes where English is not the primary language;
- A changing point of view of the electorate regarding immigration and diversity;
- A decline in public library funding;
- The role of information technology in libraries;
- Widening gaps in educational attainment among youth; and
- The impact of corporate downsizing on the role of libraries in retraining and preparing citizens for new employment opportunities.

Dr. Kevin Starr, State Librarian of California, accepted the proposal to fund a "Convocation on Providing Public Libraries Services to California's 21st Century Population." A planning team, comprised of State Library staff and public librarians, was convened to provide direction. The team devised a process for selecting participants and framed an agenda for the Convocation. Participants were selected by the team based on their:

- Demonstrated commitment to serving California's diverse population;
- Experience in developing and providing public library service programs;
- Personal contributions to the continuing enhancement and restructuring of library services in California; and
- Their potential ability for implementing change in the delivery of public library services in the twenty-first century.

A profile of Convocation participants reveals that: 10 percent of participants attended the 1988 State of Change Conference; 10 percent are members of ethnic library organizations; 33 percent are front line public library staff, middle managers and library professionals; 36 percent are library policy makers; six percent are community members and public library supporters; and five percent are library educators.

The planning team also identified the major issues of public library service for discussion, providing a framework for drafting final recommendations. These include: Access; Collection Development and Resource Sharing; Community Collaboration and Outreach; Lifelong Learning; Promoting the Value of Libraries; Staffing to Serve the 21st Century; and Technology. To lay a foundation for work group discussion, the team also invited selected participants to write and present perspective papers on each of these issues of public library service.

These Proceedings are designed to give a detailed view of the Convocation, including:

- California's 21st Century Population: a Demographic Profile;
- 15 Perspective Papers on the major topics of the Convocation;
- Recommendations for the California State Library, the California Library Association, public libraries, library schools, and library supporters;
- Remarks of Dan Walters, syndicated political columnist and author, and Richard Rodriguez, journalist and author;
- Names and affiliations of Convocation participants; and
- References and resources from the Convocation.

The Convocation can claim several major accomplishments. One was that the Convocation continued to raise awareness and generate discussion concerning the major issues affecting delivery of library and information services to California's 21st century population. Another accomplishment was that Convocation participants went away with renewed energy and enthusiasm regarding the future of California public libraries and the willingness of the State Library to provide much needed support. Finally, the Convocation put major issues of service and equity back on the library community's agenda, while further enhancing a vision for public libraries in the 21st century.

As a result, the Convocation has created an environment for success - one where public libraries, the California State Library and the library community-at-large can work together, anticipating and preparing for the challenges of the 21st century.

California's 21st Century Population: a Demographic Profile

Remarks of Elias Lopez, Research Program Specialist, California Research Bureau
May 22, 1997

Good Morning. It's a great honor to be here today. I am especially blessed to be among you, among visionaries planning for the future.

When I was born my parents gave me the name Elias, after the prophet Elias in the Old Testament. Their hope was that someday I would be a prophet. I am sorry to say, and to my parents' dismay, that I haven't had any divine revelations up until now. However, I will be sure to let you know when I do.

Nevertheless, I am in a position to tell you how California is likely to look demographically in 40 years. Keep in mind that these are projections based on past demographic trends. As such, projections usually do not account for future changes in foreign policy, immigration policy, wars; or catastrophic events.

According to the projections done by the Demographic Unit of the Department of Finance, California 40 years from now will be different in at least three ways.

1. California will have a higher proportion of older people.

For instance, in 1990 ten percent of the population was 65 years and over. By 2040, this segment of the population will comprise 18 percent.

2. The Central Valley will be the second biggest region, second only to the region of Southern California.

At the moment the Bay Area is the second biggest region with 21 percent of the population. By the year 2040, the tables will have turned and the Central Valley will house more people than the Bay Area.

3. Latinos will be the largest ethnic group; Whites will be the second largest, Asians the third largest, and Blacks the fourth largest.

A side note: In your packet there are some handouts pertaining to this presentation. Under the ethnic/race category of your handouts, Asians were lumped into the "other" category. I apologize for this. In their next projections, the Department of Finance should have Asians as a separate group.

So what type of clientele can libraries expect in the future? Libraries can expect to serve a very diverse population, both in age and ethnicity. In many regards, this is a problem since a different marketing plan will most likely be needed to attract people from the different groups to use the library.

Being a Hispanic or Latino myself, I can offer you my thoughts for working with the Latino community, which can be a hard community to reach.

- First of all, one needs to use a paradigm that looks at the family as a whole, as opposed to the individual.
- When you see a Latino kid coming to your library, what you should be asking yourself is not how can I serve him or her better, but how can the library serve the whole family.
- Working with the whole family, however, implies that you have parental cooperation. The Latino community is a tough community to work with. You can nevertheless be successful in reaching out to the adults once you understand their immense preoccupation over their jobs. A library that can provide easy to access job related information will be more likely to attract the adults.
- Third, you can have more success attracting Latinos to your library by simply using the various mediums of communication that reach their homes – the Spanish radio and television stations.
- And fourth, you have to understand that trust takes time to build. In the former years, therefore, the library will have to be patient. The library should not expect to get an overwhelming show of people right away.

Thank you very much and may God bless you.

California

Current & Projected Demographic Profile

	1990		2040	
Total Population:		**29,976,003**		**63,343,055**
Age:				
<18	7,869,864	26%	17,508,036	28%
18-64	18,971,688	63%	34,319,424	54%
>64	3,134,451	10%	11,515,595	18%
		100%		100%
Regions:				
Southern CA	17,260,200	58%	36,500,254	58%
Central Valley	4,314,101	14%	12,935,694	20%
Bay Area	6,282,301	21%	9,150,926	14%
Other	2,119,401	7%	4,756,181	8%
		100%		100%
Ethnicity/Race:				
White	17,198,646	57%	20,554,792	32%
Black	2,116,415	7%	3,756,709	6%
Latino	7,740,303	26%	31,506,365	50%
Other	2,920,639	10%	7,525,189	12%
		100%		100%
Median Age:				
In General	31		35	
White	36		45	
Black	29		32	
Latino	24		28	
Other	30		38	

California is projected to grow at 1.5% annually.

In 40 years, the elderly will comprise a larger portion of the population.

The Central Valley will become the second most populated area, swiching places with the Bay Area.

In the future, Latinos will comprise the largest ethnic group in California.

In the year 2040, Whites will be older, as a group, relative to other ethnic groups.

Source:

State of California, Projected Total Population of California Counties 1990 to 2040, Report 93 P-3, Sacramento, California, May 1993

Compiled by the California Research Bureau, California State Library, Elias Lopez, Ph D., 5/13/97

The Bay Area

Current & Projected Demographic Profile

Sonoma
Napa
Solano
Marin
Contra Costa
San Francisco
Alameda
San Mateo
Santa Clara
Santa Cruz

	1990		2040	
Total Population:		**6,282,301**		**9,150,926**
Age:				
<18	1,459,847	23%	2,115,510	23%
18-64	4,133,762	66%	4,865,979	53%
>64	688,692	11%	2,169,437	24%
		100%		100%
Ethnicity/Race:				
White	3,855,679	61%	3,589,440	39%
Black	522,610	8%	859,771	9%
Latino	974,552	16%	2,745,138	30%
Other	929,460	15%	1,956,577	21%
		100%		100%

By the year 2040, the Bay Area will have a very large senior citizen constituency.

The Bay Area will also be the most diversified of the regions.

Source

State of California, Projected Total Population of California Counties 1990 to 2040, Report 93 P-3, Sacramento, California, May 1993

Compiled by the California Research Bureau, California State Library, Elias Lopez, Ph D., 5/13/97

The Central Valley

Current & Projected Demographic Profile

	1990		2040	
Total Population:		**4,314,101**		**12,935,694**
Age:				
<18	1,279,785	30%	3,815,742	29%
18-64	2,573,979	60%	7,127,894	55%
>64	460,337	11%	1,992,058	15%
		100%		100%
Ethnicity/Race:				
White	2,726,869	63%	4,612,567	36%
Black	219,370	5%	728,898	6%
Latino	1,027,737	24%	5,761,810	45%
Other	340,125	8%	1,832,419	14%
		100%		100%

By the year 2040, the Central Valley will still have a high proportion of school-age population.

Latinos will be the largest ethnic minority.

Source

State of California, Projected Total Population of California Counties 1990 to 2040 Report 93 P-3, Sacramento, California, May 1993

Compiled by the California Research Bureau, California State Library, Elias Lopez, Ph.D. 5/13/97

Southern California

Current & Projected Demographic Profile

San Bernardino
Ventura
Los Angeles
Orange
Riverside
San Diego
Imperial

	1990		2040	
Total Population:		17,260,200		36,500,254
Age:				
<18	4,590,678	27%	10,384,424	28%
18-64	10,961,790	64%	19,659,751	54%
>64	1,707,732	10%	6,456,079	18%
		100%		100%
Ethnicity/Race:				
White	8,984,905	52%	9,410,576	26%
Black	1,325,776	8%	2,066,925	6%
Latino	5,396,526	31%	21,547,703	59%
Other	1,552,993	9%	3,475,050	10%
		100%		100%

← By the year 2040, Southern California will have a relatively large school-age population along with a large senior citizen constituency.

← The largest ethnic group in Southern California will be overwhelmingly Latino.

Source

State of California, Projected Total Population of California Counties: 1990 to 2040, Report 93 P-3, Sacramento, California, May 1993

Compiled by the California Research Bureau, California State Library, Elias Lopez, Ph.D., 5/13/97

Access

Improving Library Access
Perspective Paper No. 1

by Diane Duquette, Director,
with Kristie Coons, Head of Adult Services, Kern County Library

Many public libraries in California are no longer the great democratic institutions they once were – because of access limitations. We must rethink our missions and refocus our efforts to provide equitable access to all Californians. Inequitable access must be ameliorated to ensure representative democracy for all citizens well into the 21st century.

Major issues involved in improving access in public libraries

Funding problems are the major issue – not just a serious lack of adequate funding to fulfill public library missions, but a debilitating inequity in the distribution of wealth, which is undermining the very basic tenets of a democratic form of government in our great State of California. In addition to major funding barriers are those imposed by legal requirements, physical inadequacies, governing body and community use requisites. These are key issues that prevent equity and/or access, which must be addressed statewide and resolved if we are to reach our ultimate goal of equitable access.

Funding Barriers – While the Public Library Foundation (PLF) Program is a major inducement to local governments to maintain levels of service statewide and a much appreciated source of state aid, the inequity in the distribution of wealth makes it appear that "the rich get richer and the poor get poorer." This is also reflected in the level of local government support through taxation, as it often parallels the level of local community donations.

In addition, an inadequate level of funding of the state's Transaction Based Reimbursement (TBR) Program[2] and local funding levels may cause local governments to restrict access to resources rather than encourage a reciprocity of borrowing for the benefit of the public good.

Legal Barriers – Property taxes cause inequities of service due to the unequal distribution of wealth. Proposition 218 allows direct rather than representative democracy.

Physical Barriers – Many geographic areas of the state lack public library services within a reasonable distance from work or home (i.e., mountains, deserts and vast expanses of farmland). Access to library service is sometimes inequitable because of the uneven rural/urban population. Architectural barriers continue to exist in dysfunctional buildings that do not accommodate individuals protected by the *Americans with Disabilities Act.* In addition, the lack of space, datelines, electronic access points, electrical outlets and equipment, and resources to assist these individuals prevents equal access.

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[2] 1985 CALTAC Tool Kit Committee, *Trustee Tool Kit for Library Leadership*, Editor/Chair, Betty Bay, (California Association of Library Trustees and Commissioners. Sacramento, CA 1987): p. 299.TBR (Transaction-based reimbursement). The group of California Library Services Act programs that subsidize Equal Access, Universal Borrowing, and Interlibrary Loan involving public libraries. So called because each borrow or loan ("transaction") is reimbursed according to a formula.

Public transportation needs to be improved and extended to all areas of the State to give ready access to public library service. The locations of some facilities can pose problems if they are situated in dangerous neighborhoods, unreachable on foot, bicycle or skateboard, or lack adequate parking or safe areas in which to locate personal belongings. Access may need to be offered at alternative sites such as bookmobiles, kiosks at community fairs, library by mail, etc.

In addition, bibliographic access to materials is incomplete. All materials need to be retrospectively converted on-line and networked with bibliographic utilities worldwide via Internet. Subject access to materials and authority control as well needs to be updated and expanded.

Governing Body Barriers – Federal and state mandates are crippling local governments' ability to act responsively to their citizenry. Consequently, whether it be from a lack of funds or because they are given low priority, inadequately funded public libraries limit access to materials, information and trained staff. Moreover, hours of opening are often curtailed, thereby not meeting community needs. Lack of funds or other reasons can cause governing bodies or policy makers to restrict access via approving closed stacks, poorly funding materials collections, inadequately addressing on-site information access, placing limitations on interlibrary loan borrowing, charging non-resident or resident user fees and fines, which may shut the doors to many individuals, especially low-income community members.

Allowing branches or "stand alone" libraries to remain unlinked within a library system or larger jurisdiction, or without a public catalog linkage to networked, resource sharing libraries is also a form of restricted access. Some libraries have too much electronic access, some too little (i.e., the balance between electronic resources and print resources might be unbalanced in relationship to community needs). Governing bodies and/or policy makers can further limit access by the passage of restrictive use policies (e.g., closed stacks for sensitive materials, choosing not to buy controversial materials, or using filters on Internet access). In addition, they can prevent voters from ever having the opportunity to pass a measure to give increased financial support to a library.

Community Use Barriers – There are some individuals in society who distrust government; therefore, they do not want to register at a public library for fear of possible government intervention in their lives. There are those who have language and cultural barriers (i.e., those who have little understanding of this public institution). Some people have a perception of not being welcome. Others perceive the public library as an elitist institution, and/or that it is too expensive for them. In some areas, the public library is located out of their immediate neighborhood, or if it is there, it does not reflect or respond to neighborhood needs. And then, there is the illiterate – not just the person who cannot read, but the computer illiterate as well. For these individuals access issues are compounded.

Lack of time and time restrictions on use of materials and/or computers dissuade some individuals from using the library. Some libraries may treat youths as second-class users, limiting use privileges by virtue of parental and/or library control measures. Libraries may offer services and resources which users deem immaterial to their lives.

Individuals can also have psychological barriers to using a library due to a lack of knowledge about the value of the public library, or because they mistakenly believe they know how to use the library and don't ask for help when they need it. Public library access, too, is limited to those who lack research skills, exposure to a public library due to limited school field trips, disinterested guardians, or inadequate resources for private or public transportation. It is also due to heavy traffic in some areas of the state. All of the aforementioned must be addressed and improved to meet the needs of California's 21st century population.

Recommendations:

Public libraries and the California State Library should work together with representative stake holders to help redefine and refocus our mission in light of limited resources. Not only is it important to increase and stabilize funding for basic library services and for staff training and volunteers, but it is equally essential to forge partnerships with other service providers who share common goals to maximize our resources and make society a better place to live. Equitable funding must also be provided in the PLF and TBR programs, and we must work toward full funding of these efforts.

In addition, we need to earmark Library Services and Technology Act funds and the pending Library of California funds toward programs that will break down these barriers; we must mount a positive, statewide public relations effort to ensure success in garnering additional funding resources to educate our public regarding our mission to serve their desires and needs; and we must take the lead to become more customer service-oriented, proactive, creative, resourceful, visionary and responsive to change to evolve into a great democratic institution that ensures access to all. Let us move forward to create our future and do it with the passion and zeal that brought us into this profession in the first place.

Improving Library Access
Perspective Paper No. 2

by Margaret Miles, County Librarian, Plumas County Library

Recently, with the goal of improving access to the Quincy Library, we closed down for six weeks. During the time we were closed, the building was painted and carpeted, the bathrooms were refurbished to comply with the Americans with Disabilities Act (ADA), the fiction section was reoriented to be parallel with the lights, and larger signs were installed on the ends of shelves. I firmly believe that entire ranges of fiction that were previously in the dark are now circulating better.

Improving access to public libraries in California is unfortunately not as simple as applying a new coat of paint. Our changing demographics, tenuous funding situations, advances in technology, and harmful stereotypes of libraries and librarians are all issues that must be examined and addressed if we are to improve access to public libraries.

For many members of the public, physical access is the greatest barrier to library service. The number and percentage of Californians over 65 is rising, and libraries need to examine their facilities and their collections in terms of accessibility for the elderly and disabled. The ADA has created guidelines for physical access inside our buildings, but a growing number of people may have difficulty getting to the library. Libraries may be able to improve service to the growing elderly population through bookmobile services, books by mail, or volunteer delivery outreach programs.

Continued funding of libraries is a basic necessity if we are to improve, or even continue providing access to, our collections and services. The time librarians spend examining local and alternative funding sources continues to be a drain on our direct service to the public. The State Library's publication on referendum campaigns has been beneficial to many libraries, but a number of measures were defeated even though they received over 50 percent of the vote. The current two-thirds majority requirement for the passage of bond measures was instituted through the democratic process and can be removed the same way. The State Library, the California Library Association and local libraries should lobby for a measure that would require only a simple majority to pass bond measures.

Legislation that would fund public libraries at the state level is another solution to the funding crisis and would mediate the inequities caused by funding based on property taxes. If the state provided matching funds up to $10 per capita, or a percentage of a library service area's median income, libraries would be guaranteed a stable funding base that would allow us to focus our attentions on library services rather than fundraising. In addition, local government would have an incentive to fund libraries in order to receive matching funds.

California is one of the most culturally diverse states in the country, and more immigrants move to California than to any other state. In order to serve these new library users, libraries need to reflect the growing diversity of their populations, not only in the collections, but in library publicity and staff. In areas with large numbers of non-English speakers, libraries can facilitate access and promote a balanced staff by requiring applicants to have knowledge of a second language. Literacy programs that provide English as a Second Language (ESL) training can also help eliminate the language barrier. Although the mountain and coastal regions of Northern California are less culturally diverse, it is equally important that their libraries expose patrons to points of view and cultures other than their own. State Library materials grants that seek to improve access to multicultural collections and promote exploration of diverse cultures should be made available with less regard to local demographics, and with a view toward the benefit for the entire population.

The rapid changes in technology give libraries the opportunity to increase access to library collections and services but also create a number of complications. The Internet expands library resources to include far more than will fit on many library shelves, including information that we might not have selected if given the choice. As librarians, we have a responsibility to educate our patrons and provide guidelines that will help them navigate the information maze. Any library with a web site is creating a navigation device that is available outside its walls and is, therefore, eliminating some of the barriers created by time and space. Access is no longer limited to those who can travel to the library during open hours.

Libraries that seek to improve access through technology must take the next step, which is educating the public to use the new tools. Many members of the population do not have access to the Internet in their homes and are not being trained to use it elsewhere. According to the National Center for Education, 85 percent of California schools are not connected to the Internet, which means most children are not receiving formal education in information searching. The InfoPeople Internet workshops have been very helpful in training library staff to teach the public, and their manual now provides that information to staff members who cannot leave their branches to attend training.

One barrier to improving technology is the state of many library buildings. Many libraries are not wired for ISDN lines or additional phone cables and often do not have enough electrical outlets to plug in any more devices. Librarians need to evaluate their facilities in terms of long-range technological needs, and many of us could benefit from training in this area. Once we have determined our needs, State Library technology grants can help to bring library buildings into the 21st century.

Perhaps the most daunting barrier to public library access may be the public image of libraries and librarians. We continue to be portrayed in advertising and popular culture as archaic, unfriendly and generally inaccessible, a belief that is held by a larger percentage of the population than we are comfortable admitting. Although the majority of the public views libraries positively, most people are often unaware of our services or our expertise. Librarians need to focus on providing access to non-library users by correcting their misconceptions of libraries and by educating them about our services.

Librarians need to communicate to the public that we are friendly, knowledgeable and valuable. In fiscally and politically conservative areas where many citizens express distrust of government, librarians need to educate the public and government leaders about the role of the library as a protector of freedom of information, while demonstrating the direct benefits to the local area. A statewide public relations campaign to correct the librarian stereotype could be very effective, but would be much more powerful if also pursued at the local level. Cooperation with other community organizations and private companies is vital in promoting library services and can build partnerships that benefit the library financially.

Improving access to public libraries involves much more than opening doors. Only by adapting to California's changing information needs, educating the public and continuing training for librarians can we position the public library as the information centers of California communities.

Collection Development

Opportunities for the 21st Century: Collection Development and Resource Sharing

Perspective Paper No. 3

by E. Hope Hayes, Administrative Director, African American Museum and Library at Oakland Public Library

A brief and informal survey of my colleagues, who are the collection development librarians, coordinators or czars of their institutions, confirms my belief that collection development remains one of the most important responsibilities of librarians in public library service. Some branch librarians devote more than 50 percent of their time to this one aspect of their duties, and with the narrowing of budgets, the selection process becomes even more time-consuming because of the need to acquire the very best with less funding.

In addition to funding constraints in some jurisdictions because of changing demographics and cultural diversity, community libraries are finding that a re-examination of their focus changes their collection needs. And with the introduction of many new media and culturally different learning and listening styles, materials for library collections now include several formats that incorporate new, and not so new, technologies (i.e., CD-ROMs, videos, etc.). Indeed, California's demographics in some cases change major functions of the library within the community.

Communities where libraries have served as recreational reading suppliers are now finding that they need to become proactive in providing a place for homework centers, independent learning centers or perhaps community centers.

The issues before us are what may be referred to as the four F's and one L: funding, focus, formats, function and leadership. In our best interest, these issues provide us with opportunities to look at our communities and services as well as our collections in a fresh and vital light.

"Collection development should be tied to the library's needs assessment (and community analysis) results."[3] The community needs assessment process offers a first-hand opportunity to meet "your neighbors," and develop "their sense of [library] 'ownership' [that] comes from being part of the planning process."[4] In addition, this process will result in a better understanding of what your library's function in the community should be: where you should focus your collection; where there may be other funding sources to complement your budget; what materials will be most suitable for the collection; and what formats will best serve the needs of your library's community.

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[3] *Adelante: Recommendations for Effective Library Services to the Spanish-speaking*, (Sacramento, CA, California State Library, 1994), edited by Shelly Keller.

[4] *Keeping the Promise: Recommendations for Effective Library Services to the African Americans*, (Sacramento, CA, California State Library, 1996), edited by Shelly Keller.

Funding

Of the four F's, funding presents the greatest challenge and/or opportunity for it is intrinsically connected to the library's ability to carry out the other three F's. Therefore, it is the major concern for most institutions. There are very real costs associated with change. If a needs assessment reveals that you've been purchasing materials on "horses" in French, and what you really need is not materials on "horses," but CD-ROM encyclopedias with audio, the costs could be outstanding. Few institutional budgets can tolerate more than one change of this kind. And if your collection is that far off the mark, there are most likely many changes necessary.

It is essential that library administrators understand the collection needs of the library's community and provide the leadership to support and empower the librarian in addressing those needs. It is the librarian's responsibility to provide the administrators with supportive documentation and information (e.g., statistics, community assessments and analysis, public testimony) that validates the community's library needs. Within this responsibility lies the opportunities inherent in getting to know the community; and in return, the community receives a reintroduction to the library.

Where are we now?

Some library jurisdictions are blessed with ballot initiatives that have increased their local funding; however, the increases have not reached the inflation level of the past ten years, while tax dollars were in hiatus. In other words, there is more, but it buys less. Other libraries continue to struggle through limited funding. In both cases, creativity, mother wit and political savvy are the most useful skills for any librarian – branch, children's, reference and all others in public service.

Over the past ten years, the State Library and public libraries have provided funding and access to funding, which served as a starting point for planning and preparing for the 21st century. Such programs as Partnerships for Change, A State of Change Conference, etc., began the critical thinking necessary for change from the traditional to the more functional for all populations who need public library services. The State Library's publication of "how to" guides, (*Keeping the Promise: Recommendations for Effective Library Service to African Americans* and *Adelante: Recommendations for Effective Library Service to the Spanish-speaking)* will continue to assist public libraries in meeting service challenges of the 21st century.

Where do we need to go?

More than anything, our plans, documents and programs should be re-examined and evaluated to determine their effectiveness. Resource sharing and networking requires, in some instances, revamping and better coordination. The State Library needs to give more consideration to the new (and not so new) technologies that may serve to assist with resource sharing and networking. For some library administrators, it may be necessary to review budget priorities if change is inevitably needed. The State Library may need to assist library leaders with staff training and with the development of empowerment skills.

Recommendations

Because change is rapid and for the past decade ongoing:

- The needs assessment and goals set based on the assessment will need constant review. The review should be done with key residents of the community.
- Keep your collection fresh; this does not always require dollars.
- Be prepared to be innovative in selecting materials.
- Share whatever you have learned that works with your colleagues.
- Be open to change.

Collection Development and Resource Sharing Ideas for California in the 21st Century

Perspective Paper No. 4

by Brian A. Reynolds, Director, San Luis Obispo City-County Library

The purpose of this paper is to briefly explore two important, but often overlooked, aspects of collection development and resource sharing: 1) attitudes and perceptions of library staff; and 2) the political/fiscal climate in which public libraries operate. Staff attitudes and political/fiscal matters are, in turn, affected by increasingly rapid change in all aspects of librarianship. Change is now the order of the day and affects everything we do: our customer base, the media we use to satisfy customer needs (e.g. print, A-V and electronic), our buildings and our budgets.

In response, public librarians are becoming more proactive and less reactive. Courage, foresight and persistence are required personality traits for librarians, who must become comfortable with taking nothing for granted and for adapting service patterns continuously to meet changing community needs. Instead of waiting in libraries for the customers to arrive, librarians are reaching out to perform sophisticated community market analyses, which become essential guideposts for collection and service priorities. It is hard to find a sustainable comfort zone in an environment defined by change and uncertainty. The challenge for California's public libraries is even greater in the face of widespread, serious and persistent budget shortfalls.

In addition to these problems, there are other barriers to good service – both real and perceived. Pressures from outside and within our profession constantly remind us that our services need to be ever more relevant to customer needs: whatever the status quo, it is most likely already out of date.

Two examples of other modern myths create confusion and raise stress levels even higher: 1) In the 21st century will public librarians be invaluable or quaint examples of obsolescent "technology"? and 2) Must a librarian speak the same language and belong to the same ethnic group as a customer to get the job done?

Needed Improvements

In order for library staff to design good collections, they must understand much more about why and how people use – or might use – public libraries. Thanks to research sponsored by the California State Library in 1985, at least some of the answers are known. Most people visit a public library not to become more informed, but to satisfy emotional needs and to make "sense" of an often senseless world. They come to solve problems, meet friends and receive emotional support.[5] Library users, like most everyone else, seek a balance between personal autonomy and connectedness with the world. Librarians must design services which recognize that a visit to the library often has deep, emotional ramifications. This is also the key to success at the polls.

So far, librarians do not know nearly enough about how people make use of information in their lives, or how public libraries and new electronic media will fit into the overall scheme. Computer scientist Phil Agre says that what is needed is "a better understanding of how to organize and present information and how people use information once they have it." Agre emphasizes that the focus of research should shift from computers to social scientists, psychologists, and librarians – to people instead of machines.[6] A recent example of this idea is the doctoral program being initiated by the Indiana University School of Library and Information Sciences to study human-computer interaction, "drawing on psychology, cognitive science, sociology, and ergonomics."[7] In the meantime, the California State Library and local public libraries can help the process in many ways.

Possible State Library Actions

- Serve as an advocate for public libraries in Sacramento and locally, as appropriate. If local public library budgets improve, so will collections and greater potential for resource sharing.

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[5] Dervin, Brenda and Benson Fraser, et al. *How Libraries Help*. California State Library, 1985, 0.2.
[6] Chapman, Gary. "Search Tool of the Future? Librarians," *Los Angeles Times*, August 17, 1995, p.D-1.
[7] Anonymous. "Human-Computer Ineraction Priority at Indiana SLIS," *LJ Hotline*, v.24, #38, September 25, 1995, p.4.

- Promote an affordable, dependable telecommunications backbone for public libraries statewide.
- Sponsor research into the details of: 1) how/why people do/do not use information in their lives; and 2) how public libraries can use these data to become more meaningful to customers and community members. Research into ethnic variables could include everything from vendor evaluations to development of a multilingual library lexicon for subject headings and computer terms.
- Partner with others to eliminate the two-thirds super majority in local funding elections. (An interesting tidbit: Since the alleged tax revolt began almost 20 years ago, only two out of 50 states [California and Missouri] require a super majority vote.)
- Partner with others to empower and involve more Californians in voting and becoming active in their own self-governance. This has extremely important implications for public libraries – and for their diverse customers.

Possible Public Library Actions

- Plan/perform community analyses, which should reveal at least two things: 1) how to better serve existing and potential customers; and 2) how to broaden/deepen the perceived value of public libraries to people who will never use the library at all. In many cases, these non-users exert political influence far greater than their demographic "niche."
- Create/sustain dynamic collection development policies that are based upon an understanding of how to respond to community needs/demands for library collections. Innovative outreach/community analysis will reveal customer preferences in media format, language and literacy level. Whenever possible/feasible, collection priorities should reflect community priorities – especially those involving basic, emotional issues such as health, education, employment and housing.
- Develop staff with bilingual and bicultural talents as well as sensitive interviewing skills and a business approach to good customer service.
- More is not better, and remote access is not ownership. Most library users want the right information, right now. Library staff mediation, not disintermediation, will be invaluable in providing this custom fit. In most cases, putting something tangible in a customer's hands before he or she leaves is more important than knowing it exists somewhere else. As needed, selective outreach will take library resources to where the customer is.
- Try to place the basic thrust of the collection just behind the curve of popular demand and current events. A public library should not strive to become a popular bookstore or an

Internet switching station. Most people expect a public library to provide services that are at least a tiny bit dated, but which are enhanced with the value that careful selection, processing and interpretation provide.

- Partner with local groups on projects/events that are identified as community priorities.
- Be suspicious of generalities – whether about the wonders of technology or how various ethnic groups are supposed to think/behave. Public libraries are places where people help people get a little closer to their potential. This is perhaps the most human of endeavors, and librarians should be proud of the role they play.
- Use all of the above to promote successful local library funding elections!

Community Collaboration and Outreach

Transforming Libraries into Community-Based Partnerships

Perspective Paper No. 5

by Luis Herrera, Director of Information Services, City of Pasadena

Rapid social and technological changes are dramatically impacting how public libraries deliver library services. New community expectations combined with an increased competition for funding have heightened the urgency to re-examine and rethink how libraries conduct business. As we prepare to lead library organizations into the 21st century, librarians have a significant opportunity to redefine the library's role within the broader community context. This new role has the potential to give libraries the competitive advantage to solidify our position as lead players in the community's educational and cultural mission.

This essay discusses the need to forge strong community alliances as a crucial element of success for public libraries in the next century. This perspective outlines key concepts towards effective community collaborations. It discusses a new definition and era for partnerships; calls for the transition of libraries towards collaborative organizations; and offers a new approach to the concept of outreach. The essay concludes with a strategy for change on how public libraries, in cooperation with the State Library, can redirect resources to address and enhance community collaboration and outreach.

A New Era for Partnerships

The idea of community partnerships is not a new concept for libraries. For years, librarians have been involved in working with community agencies to deliver service primarily through traditional outreach programs. The problem with this approach was that these partnerships were nothing more than an expedient attempt to provide activities which would attract users to the library. These efforts were fragmented and misguided, and usually the first casualties during budget cuts. As a result, these programs had little or lasting impact in the community.

Community collaboration is a serious and complex business. It involves a formal arrangement between two or more agencies to provide mutual support in attaining a common goal. The goal can be project- or program-based and should address specific needs of the target group. Establishing a clear set of criteria allows the library to determine the scope of the partnership, the resource commitment and the ultimate basis for evaluating the overall success of the agreement. While each library can establish its own criteria, the list should include a clear understanding of the

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goals, a sharing of resources, an implementation schedule and a periodic review process. An effective partnership demonstrates a reciprocal exchange of resources, maintains a balanced relationship and identifies the anticipated outcomes. Each entity is enjoined with specific rights and responsibilities that should be clearly articulated and carried out.

Building Community Connections

Community collaboration implies a strong connection to the external environment and a community-based approach to service delivery. This means that a library must commit to work together with its partner(s) to identify the issues, develop the strategy and pursue a resolution. Community collaborations should avoid duplication of service and focus on a cost-effective method to deliver service. For example, a community partnership may be sought to develop a particular expertise within the library, identify new sources for program funding, and focus on an exchange of informational resources. Partnerships may include a variety of agencies that target different groups or provide a unique service. Each partner should offer its unique orientation or strength and complement the contributions of the other.

The benefits of forming strong community alliances can be dramatic, with lasting implications. A successful alliance can strengthen ties with communities because of their impact and response to real-life needs. This relevance establishes the library as a strategic partner in enhancing the quality of life in the community and develops a broad-based political constituency.

Transforming Library Organizations

Many public libraries are not ready or prepared to foster effective partnerships. While the intent and philosophical commitment may be strong, the institutional systems are often not in place to carry out the obligations of the understanding. To succeed, library organizations must examine their missions, values and service priorities in order to ascertain whether the organizational culture is in place to nurture and sustain any collaborative initiative.

Public libraries struggle with their mission. The concepts of information, books, literacy and technology, while important, are too broad to capture the essence of what public libraries are about. They represent different things for the profession and certainly to the public. Our emphasis is too diluted to make an impact and fails to accept the reality that because of limited resources, we must prioritize and redirect our efforts. Community partnerships are an ideal vehicle to identify priorities and validate assumptions on services. An effective partnership model safeguards the community interests by focusing on results determined by multiple parties. This builds public accountability, which is crucial in meeting the needs of California's complex and diverse populations.

Barriers to organizational change such as outmoded processes or a heavy reliance on antiquated systems can impede partnerships. Libraries need to give serious consideration to new organizational structures that facilitate a responsiveness to change. This means a greater focus on external rather than internal dimensions of service. An ongoing redeployment of staff and continuous redirection of work responsibilities to focus on new models of collaboration and outreach should be the order for the "new" public library in California. Unfortunately, in the changing political climate, public libraries are abandoning their advocacy for the disenfranchised at a time when these individuals are most in need. Librarians must reaffirm their commitment to empower Californians to demand greater support for libraries. This can only happen if the public shares our vision of the value of libraries in society.

Outreach for the 21st Century

The concept of outreach for California's 21st century populations must also be redefined if we are to successfully carry out community collaborations. The current approach to outreach is outmoded and at times condescending. The term "outreach" connotes a handout and a paternalistic attitude to service delivery. This view assumes that outreach programs are marginal in the overall library purpose. They become activities instead of the mission. As a result, outreach programs have never entered the mainstream of service and come and go depending on availability of funds, grant opportunities or political pressure. These temporal infusions simply whet the appetite and raise false expectations of what effective library services should be.

California's communities deserve more and will demand better. The dramatic demographic shift to a new majority behooves libraries to change from a traditional, insular approach to one of innovation and inclusion. In California, programs such as Partnerships for Change are excellent examples of a model that worked because of systemic change and community involvement. Our communities should participate in redefining service priorities and the design of library programs. Our approach to service should be results-based to ensure that we are making long- term impact with the public dollars invested in our libraries.

A Strategy for Change

As we approach the 21st century, public libraries face daunting challenges. The need to partner with communities to create informed and literate Californians has never been as critical. Public librarianship needs leadership that will promote change in the collective library mind-set.

California is faltering as a leader in innovation. The State Library needs to take a leadership position to ensure equity in library services, so that the public library system of California does not become a patchwork of have and have nots, or a cluster of the information rich and poor.

Several recommendations are in order on how the California State Library can provide leadership in this effort. First, the State Library should support projects that develop new models for collaboration and change. The criteria for this funding should include the integration of community partnerships in library service; the involvement of the community; innovation in service designs; and new models focused on community results. Additional state and federal funds should be allocated to identify public libraries that can serve as models for change and innovation, particularly as they relate to this new collaborative emphasis. And finally, the State Library should support joint initiatives between library education and public libraries that can experiment with new approaches to community collaboration. For example, funding should be provided for resident field experts and consultants to work with libraries and offer expertise and support in leading change initiatives. Both the Library of California and the new Library Services and Technology Act (LSTA) should include provisions that support funding for community collaborative models. Continuing education, leadership development institutes and an ongoing commitment to eradicate the growing inequity of service should be the priority for the California State Library.

Conclusion

This strategy is suggested in order to place California once again on the cutting edge of innovation. Public libraries in California are in the midst of challenges and opportunities that will require a commitment to forge new alliances and ventures to create new information organizations. The new public library of California will be adaptive, responsive and proactive in its approach to information service. California should become a national leader in advocating for libraries that truly address the diversity and richness of our communities. To do this, we need to transition from the past and transform the future.

Community Collaboration and Outreach

Perspective Paper No. 6

by Penny S. Markey,
Coordinator of Youth Services,
County of Los Angeles Public Library

Community collaboration and outreach are terms that have taken on new meaning and heightened importance for the public library in California. As budgets have deteriorated and the competition for limited public dollars has intensified, the assumed inviolate nature of the public library has proven to be a myth. Burgeoning new technologies and the widely held misconception by policy-makers and the public at large that the Internet will be the information provider of the future has made it essential for libraries to become visible and integral to the life of the community.

As Coordinator of Youth Services in the County of Los Angeles Public Library, I network with a host of youth serving agencies, public policy planning groups and coalitions. I speak to constituency groups, parent groups and public policy-makers. In general, I find that: 1) libraries as institutions are revered; 2) many people, even highly educated ones, have a limited perspective of the array of services that the contemporary library provides; and 3) many are not aware of the impact those services have on the community. I do not think my experience is unique.

As we come together to consider the public library in the 21st century, we must discuss: 1) how libraries can retain their positions as integral resources in our communities; and 2) what steps we can take to increase the library's visibility and esteem in the community.

Collaboration, partnerships and cooperation are the key operating words in California and throughout the nation. The Governor and Legislature support efforts and provide funding to encourage collaborations such as Even Start and Healthy Start. The American Library Association (ALA) and the Library of Congress support Head Start Partnerships. ALA funds the Born to Read Project, which like its prototype in California, Begin at the Beginning With Books, encourages collaboration with health care agencies. Thanks to the efforts of the Serra Library System, libraries throughout Southern California are collaborating in the development and implementation of the 1997 reading program, Library Detectives, Inc., which attracted funding from Wells Fargo Bank. Library literacy efforts including Families for Literacy are a model for coalition building and community collaboration to raise funds and provide important services.

In Southern California, both the City and County of Los Angeles have created Commissions whose goals are to spearhead neighborhood planning efforts and encourage collaborations on behalf of children and youth. Technology for

Learning is a collaborative effort mounted by the Los Angeles County Office of Education to build partnerships among educational institutions, public and private agencies and corporate sponsors to improve the availability of computers and technology for children. Also, in Southern California, a new organization, Partnership for Los Angeles Youth Enrichment and Recreation Services (PLAYERS), has formed to encourage collaboration among enrichment and recreation organizations.

In order to ensure public library survival as a vital agency into the 21st century, library decision makers need to analyze their library's role in the community. It is important that library staff participate in and take an active role in local planning initiatives and become players in local public policy and problem-solving processes.

Being part of a community collaborative means working together with other agencies to identify mutual goals and create an implementation strategy to work together and meet these goals. It also means sharing existing resources and seeking resources from new funding sources such as community redevelopment, block grants, family preservation funds, etc. The library cannot be isolated from the community planning process and hope to be remembered and taken care of.

Even as collaborations strengthen the library's role as a participant in community planning, community outreach must be increased to raise visibility and underscore the value of libraries. As resources diminish, it is natural to retreat into the library building and focus attention on keeping the doors open for loyal customers. As the library presence in the community diminishes, so does its visibility and prestige, and ultimately its value to the community at large.

It becomes increasingly important in lean times to make every effort to maintain a presence in the community, whether it is the actual provision of services outside the building in the traditional sense or intensifying public relations or marketing activities. It is important to strengthen ties to the community by activating support and/or advisory groups that are representative of a cross-section of their constituencies and willing to spread your message. Library booster groups need to be developed with liaisons to local PTAs and other active community groups.

On a wider front, California libraries need to develop a statewide public relations outreach campaign to raise the profile and visibility of libraries in general. Public libraries must collaborate with each other and media partners to send a strong message about their importance to the community. It is particularly important to make the public aware of the vast array of library services by specifically defining them and quantifying their importance to both community members and public policy-makers. Such a public relations effort would require a multifaceted strategy, including media and coordinated outreach activities on the local level and across library jurisdictions to focus attention on the benefits of a strong, well-funded public library.

The California State Library can support community outreach and collaboration in the following ways:

- Collaboration: Create strong collaborations with state agencies and organizations. Provide timely information on upcoming initiatives. Provide training opportunities and funding incentives.
- Community Outreach: Spearhead a statewide public relations outreach campaign coordinating planning and fundraising. Coordinate collaboration of libraries throughout the state in this effort. Provide training experiences statewide to front-line staff to emphasize the importance of community outreach.

The future is now, and it is never too soon to begin.

21st Century California Is a Multicolored Quilt, Made by Many. Did You Bring Your Needle and Thread?

Perspective Paper No. 7

by Francisco Pinneli, County Librarian, Nevada County Public Library

All librarians, but more importantly ethnic librarians, need to ask what are we doing to position libraries at the heart of our communities? Are libraries visible and viable institutions that are relevant and serve the needs of our constituents? Are there other avenues to pursue that create a stronger library through a widening breadth of connections? Are services that benefit the community being actively promoted? Are librarians assuming that the public understands what we do? Who is taking responsibility for the commonweal, making positive changes and demonstrating pride in who we are?

The Institute for the Future's report, *Entering the 21st Century: California's Public Libraries Face the Future*, is the latest study that describes the accelerating pace of diversification. For example, it states that the non-Hispanic population is aging and that the Hispanic population comprises more than 50 percent of the population under the age of 15. As the demographics continue to change, is there full understanding about the impacts created by an ethnic California?

I believe that the profession took a positive step when the State of Change process and its progeny, the Partnerships For Change (PFC) program, began to focus attention on the needs of California's ethnic populations. Their successful programs enriched communities by bringing together groups and individuals previously unconnected to libraries. This process should be more widely disseminated as an effective example for other libraries to emulate.

Given the current situation – politics, finances, the impact of technology, competition from other information providers, public apathy (or benign neglect) of libraries and reading – librarians have been forced to come to grips with the reality that we cannot afford to do it alone or in our quiet, behind-the-scenes manner. Coalition building, collaboration, partnerships – these are the themes that must be embraced if libraries are to remain viable.

The library's traditional roles – as providers of equitable access to information, conduits for lifelong learning, safe harbors in a chaotic world, and preservers of culture – are still relevant. Librarians need to understand the stresses placed on libraries and clearly define our mission, roles and services in this changing new world. These messages must be communicated to the public and to local officials, including:

- Lack of funds and the diminishing options for funding libraries (Prop. 218 being the latest handcuff).
- The impact of technology is redefining how libraries deliver information. Input from librarians is minimal.
- The balancing act required during this transitional stage of stretching funds to acquire materials, hardware and software.
- Competition from private sector technology companies that wish to make a profit from information services which libraries offer for free.
- Downsizing of resources, especially staff who do more with less. Staff have less time to do outreach when they are trapped inside library buildings.
- The placement of ethnic library services on the periphery when other service priorities take center stage.
- The closure of library schools and reductions in recruitment of qualified ethnic candidates for the profession.
- The political backlash of public distrust of government and bureaucracy.
- The anti-minority sentiments that permeate all levels of society. The threats to affirmative action cripple the ability of institutions to offer minority scholarships and to hire ethnic librarians, who are still underrepresented in the profession.

Libraries can continue to be at the forefront in counteracting divisive viewpoints by offering multicultural programs that reduce barriers and increase cultural understanding.

Ethnic librarians must break out of the box and dare to imagine and create a new life for our communities. The Benton Foundation report, *Buildings, Books and Bytes,* states that there is greater support for libraries from minority populations. Minorities are also more supportive of the library's role to provide access to on-line resources. This support should be leveraged to increase the bargaining power for librarians when requesting funds for enhanced services. Grassroots approaches are effective. Successful politicians listen and respond to the collective voices of constituents they represent.

Individually we must be involved in our communities. We must become joiners. We must also become promoters of libraries and describe the library's competencies and benefits to the community. We need to become politically savvy and join others in fighting legislation aimed at curtailing the rights of ethnic populations. We must build coalitions within our own ethnic groups as well as with society at large. We need to foster an understanding about our mission and gather support from all levels. This must include the business sector. Individuals do make a difference. Take pride (*orgullo* in Spanish) in your endeavors. Here is what you can do:

O – Organize and create ethnic collections. Post them on the Internet. Cyberspace is a world without boundaries, and it is not monolingual!

R – Resources: share them with others. Expand ethnic and cultural awareness by providing information no one else may have. Without presenting our views, history and customs, we're left out.

G – Groups: think partnerships, coalitions, collaborations. You can't do it alone. Organize action groups in the community. Create multitype library agreements.

U – Understand yourselves and your community. Where do you want to go? Define effective methods to reach these goals.

L – Learn more. Become more politically savvy. Be innovative in creating new services.

L – Lead. Take leadership roles in your community. Recruit people into the profession. Be a mentor to students and to other ethnic library workers.

O – Outreach. Get out of the building! Promote your library. Meet people. Use the media. Use multimedia for enhanced and vibrant flyers, etc.

The California State Library and its consultants can continue to support our efforts with staff training, grants for ethnic services, public awareness campaigns, and leadership to produce a vision of the library for the 21st century that does not marginalize ethnic California. The issue is not about libraries as depositories of books and computers, but rather it is about preserving the quality of life that is inclusive of various points of view. By eliminating sectors of the population, society ensures that everyone's future is diminished. The library must become a positive force in society by increasing its role as a safe and neutral bridge builder that unites cultures.

When they work in harmony, the multifaceted cultures that comprise our society piece together the fabrics which create the beautiful and multicolored quilt that is California.

Lifelong Learning

Lifelong Learning and Libraries

Perspective Paper No. 8

by Martha Arroyo-Neves, Circulation Manager, Mission Branch, San Francisco Public Library

Although lifelong learning has been embedded in libraries' mission statements for years, it has taken on a much more important meaning in the last decade to a rapidly growing and more culturally diverse population. Society's expectations in this day and age of fast-growing technology are such that people of all ages are turning to the library for help. They range from preschool children who are expected to pass a concept test to enter kindergarten, to senior citizens who are expected to become computer literate to use an on-line catalog and/or go back to school to be able to pass a citizenship test. And, of course, in between are the young adults who are expected to do assignments using the Internet without the knowledge or the mediums to accomplish it . Lastly, there is a large population who, in order to keep their jobs, must keep their work skills by home studying or by going back to school.

The roles of libraries and librarians have also gone through a tremendous change. Not only are librarians expected to provide traditional information services but they have also become information navigators and teachers. This is particularly true for the ways of accessing information through technology. Libraries can help people meet their life needs by addressing the following issues.

Issues

Training: Library staff need to be trained first in order to help the public. The Internet, like many databases, is rich in resources that can help our public, but we can't help if we don't know how to use it. Because of recurrent budget cuts, library staff are not being adequately trained in all new available technology (i.e., Internet, databases, CD-ROMs, etc.). There is nothing more frustrating than learning while teaching. Training for all library staff in all areas should be top priority.

Technology: California libraries have gone to great effort to make technology accessible to the public, from the on-line catalog in the library to the shopping mall kiosks. But, the demand for more computers grows as more people become aware of them. People are being limited to 15 minutes of on-line terminal use when there are other people waiting. For an average student doing research, 15 minutes is not enough. Also, there is a great demand for personal computers where people can type, among other things, school reports and resumes. There should always be a staff person available who can show people how to use these terminals and computers. Additional staff would help, but the key word here is training.

Outreach: Libraries have a wealth of resources for everybody's needs, including Internet, special book and/or media collections such as self-help, work skills, careers, education, books on tape, and others. Unfortunately, many people are not aware of them. Many library systems do not emphasize outreach because it's costly. It not only takes time to do outreach, but it also takes time to train people to use the library – from filling out a library card application to the use of the Internet. Publicity works.

Collection Development: In times of book budget cuts, the concept of lifelong learning tends to weaken. It is in the library's best interest to buy for the "library supporter" who tends to be educated, affluent, a technology-user and English-speaking. Of course, this is a very political issue. But, there is also a large population of voting taxpayers who speak a language other than English and use the library on a regular basis. Educating this group of people about politicians' games would help in a time of needed support for book budgets and for library services in general.

Cooperative Planning between Libraries and Schools: The fact that school librarians have been virtually eliminated shows the state of education in the age of technology. Libraries and schools, including adult education, need to coordinate their efforts and resources. One area where libraries can truly make a difference is in providing a wide range of material supporting curriculum (not required texts, but recreational material that would enhance courses). One example would be materials in non-English languages that are easy enough to read for someone who is learning another language.

Literacy: We could say that people who cannot read have fewer choices in learning. Reading is essential. Project Read has been very successful in addressing this need. But now there is a new challenge: a population which cannot read or write in their native language which must learn to read and write in English in order to function in society. Recruiting volunteers to teach are an option for libraries addressing this issue, since spending for this particular group is not going to get support from politicians, library commissions, advisory boards, boards of supervisors, etc., considering the current political climate.

Recommendations

Library directors need to make staff training a top priority. The State Library can help by providing or coordinating workshops in all areas of the profession. The State Library can also help by identifying course work in other languages presented by California public schools and identifying support materials that libraries might acquire.

The State Library can coordinate statewide, on-line resource sharing in all available languages. One example would be making available full text, Spanish periodical indices. Another example would be identifying helpful web sites that libraries can use in all subject areas and in all available languages.

The State Library can emphasize the need for computers and homework centers in all libraries, but especially in libraries serving economically disadvantaged populations being left behind because of lack of exposure to technology.

Libraries should put more effort into coordinating outreach and resource sharing with other community agencies, social services, schools and religious organizations.

Lifelong Learning: Survival in the 21st Century

Perspective Paper No. 9

by Henry Der, Deputy Superintendent, External Affairs Branch,
California Department of Education

During the baby boom years of the 1960s through the 1980s, a professional career and job security were taken for granted in the American workplace for many college graduates and skilled workers. Lifelong learning was an activity undertaken largely when an individual retired from his or her chosen career. Former Governor Jerry Brown's derision of "knitting macramé" classes reinforced misinformed public perception that lifelong learning was a luxury in which only the retired and/or well-heeled were engaged.

Corporate downsizing of the 1990s and the emergence of information technology have changed public perception of lifelong learning. The notion of a stable career after college graduation has come under severe question. More than ever before, many professionals and workers feel that there is no job security, no matter how dedicated and hard-working an individual may be. Many today find themselves having to seek out lifelong learning opportunities just to survive in the job market, reposition themselves into new or self-created jobs, and/or acquire new skills as a safety net in a multinational economy that can easily obtain contract work performed by individuals living in Malaysia, Brazil or other foreign countries.

In the midst of the economic recession during the early 1990s, California erred in raising community college fees for college graduates who found themselves having to return to the classroom to acquire new knowledge and skills. The imposition of higher fees on baccalaureate degree holders depressed community college enrollment at a time when enrollment should have increased so that unemployed and underemployed Californians could reposition themselves in the job market. The lesson learned is simple and severe – lifelong learning is a necessity for survival in the 21st century without regard to an individual's previous education attainment level.

This survival is not solely related to economic and job market challenges. Rather, lifelong learning is an imperative for all as cultural, racial and ethnic identities and experiences come closer into contact, and even clash. Lifelong learning provides the calm, reflection and excitement in which Californians can question where we have been, what we have done, and where we need to go. This is critical in an emerging, technologically oriented world that applies seemingly straightforward, number-crunching solutions when complex, multilayered cultural solutions may be equally, if not more, appropriate and vital.

In short, lifelong learning is the process by which every Californian becomes information-literate about any conceivable subject, topic, policy and/or challenge of interest and necessity. Information literate individuals are those who learn how to learn and seek out information as needed for any task or decision. Lifelong learning necessarily begins at the earliest age possible; it is not an activity undertaken when an individual begins to think about retirement.

Rightfully or wrongfully, there is considerable public anxiety that today's young people may not be effective learners, much less lifelong learners. Even though California is home to the top-ranked public research university in the nation, state policy-makers bemoan the unacceptably high numbers of first-time California State University freshman students who must enroll in remedial English and math classes. On the National Assessment of Educational Progress (NAEP) test, California students rank at the very bottom with Louisiana students in reading. Between 1989 and 1994, the number of poor children, age 5-17, grew 44 percent to more than 1.4 million. Due to circumstances beyond their control, poor students do not acquire academic and other learning skills as well as their more affluent counterparts. As the single largest ethnic group in California public schools, more than 80 percent of all Hispanic students score "below basic proficiency" in NAEP tests.

The California infrastructure for lifelong learning is on unstable grounds. This instability is not solely a function of inadequate funding for public education. To a large extent, the lack of rigorous academic standards and expectations of California students, the absence of culturally sensitive and relevant support services for racially diverse students, and the often open hostility toward more than 1.3 million limited-English-proficient students, all undermine the foundations of lifelong learning. The functional illiteracy and inadequate job skills of hundreds of thousands of welfare recipients, who are now required by the so-called federal welfare reform bill to work, underscore the need to reinvigorate and expand California's infrastructure for lifelong learning so that these individuals can secure the necessary job skills and knowledge for successful employment and self-sufficiency.

The passage of Propositions 187 and 209 and the 1995 anti-affirmative action resolutions by the University of California Board of Regents have sent harsh signals to certain groups of Californians that they may be excluded from lifelong learning opportunities. At a time when national and state leaders have temporarily ceased partisan battles over the role of education in American society, lifelong learning must be inclusive if California is to remain a viable, multiracial democracy. California society cannot allow any citizen or groups of citizens to be either anti-education or wrongfully perceived as such by the general public. Lifelong learning must be one of those essential experiences that bind Californians together, without regard to race, ethnicity, linguistics or cultural background.

Even as the California economy continues its upward trend and, at least for now, more dollars are available for public education, the challenge remains to have every Californian, young and old, see themselves as a lifelong learners and secure every opportunity to be so. Our public institutions must collaborate and acknowledge that all Californians can and should be lifelong learners or information-literate citizens. Lifelong learners will not only help California society to survive in the next century, but create a society that is economically competitive, culturally open and enriched, and politically engaged to make decisions which benefit the public good.

Promoting the Value of Libraries

Getting the Word Out
Perspective Paper No. 10

by Regina Minudri, Director Emerita, Berkeley Public Library

The state of California is a vast media market. We are a diverse state, geographically varied and educationally mixed, with a dizzying array of media outlets. The major media markets in our state surround our largest metropolitan areas: Los Angeles, San Jose, San Francisco, San Diego and Sacramento. Reaching those markets in a meaningful manner challenges the most sophisticated and resourceful advertising agencies in the country.

The major issues facing public libraries and promoting the value of public libraries include access to the media, effective utilization of local media, ability to fund the production of effective messages, and access problems faced by smaller libraries in major metropolitan regions. Libraries act locally, advertising their services, programs and events in local print and broadcast media. They produce flyers and distribute them throughout their communities, publish annual reports with illustrations, interesting narratives and statistical profiles, and make budget presentations to community groups, city councils, etc. Some libraries address the value of the library by developing information that shows how much bang a citizen gets from her buck at the public library. These projections outline the dollar value of library services to the community. The effectiveness of these methods varies enormously.

If the public library of the 21st century wants its message heard throughout the state, it is necessary to use mass media outlets. Statistics show that a majority of people get most of their information from television and radio. This means that they acquire news in brief, fast-paced segments. Entre to mass media can be difficult for many libraries. This relates directly to the type of information featured on newscasts: fire, famine, pestilence, death, war, etc. That's why libraries look to Public Service Announcements (PSAs) as a good way to get their message out. However, production of effective PSAs for TV and radio should be done by professionals, with content advice from practicing, front-line librarians. This takes money with a capital "M." A small or medium-sized library does not usually have the resources needed to produce high quality messages.

In our regionalized media markets, it makes good sense to regionalize the library's messages and produce PSAs that have generic appeal throughout the specified area. Issues of "turf" problems rise and must be handled appropriately so that both large, medium and small public libraries perceive the value of participation. The public library needs to be seen as more than a people's university, a children's center or information depot. Our messages should reflect current concerns – homework help, literacy training, the Internet, etc.; they should also be focused on one aspect and not mushed together. Presenting one story at a time works best.

Public libraries need to cooperate in advertising campaigns and agree on the type of message and approach, without diluting the information to please everyone. People remember "stories." (Consider the effect of the Willie Horton ad on the Dukakis presidential campaign.) There are all kinds of personal stories that will bring library services and programs much closer to the average TV watcher. Use of humor gets the message across easier.

A statewide approach is also effective in promoting a single message – for example, "Every school child in California will have a library card by the second grade," or promotion of statewide events like National Library Week or Children's Book Week. The State Library or the California Library Association might want to consider placing collections of downloadable clip art, mock-up flyers and brochures on a web site. Print media promotions can also be done on a state or regional basis, leaving a place to plug-in local information.

California's public libraries and the State Library can address these needs by finding out if effective cooperation is really feasible, outlining the advantages and disadvantages for different libraries. A consultant with extensive, quality experience in assisting public agencies and non-profits can assist in determining what approaches will work best in regions or statewide. Consider the effect of the advertising campaigns in the last two years that touted the significance of smaller class size and the importance of the classroom teacher. Development of effective public library value promotion is a money, money, money issue. Financial resources need to be found that will permit large scale, professional promotion done on a statewide basis.

Let's not forget Cable TV. Local access channels give local libraries an opportunity to broadcast a wide variety of programs, including story hours, book discussion groups, call-in shows, etc. Librarians need training and assistance before jumping into the Cable TV maelstrom. Workshops on Cable TV production are often available from Cable TV franchises.

Libraries have an important story to tell and need help in conveying their messages to the public in a manner that makes the library inviting, attractive, useful and necessary. This can be done, so long as there is motivation, money and message.

Promoting the Value of Libraries
Perspective Paper No. 11

by Linda M. Wood, County Librarian, Alameda County Public Library

Why are we talking about promoting the value of libraries? Doesn't everyone know how valuable our services are? Isn't it evident that libraries have a substantial value to their communities? Doesn't every intelligent person understand what we do and how valuable it is?

You know the answer to all these questions. We take it for granted that everyone recognizes the value of libraries, but the fact is that, despite a vast reservoir of good will and positive feelings about public libraries, few people – even the best educated – can define what the value of a library really is to their community. They have a vague idea that we do something good for kids and seniors.

The first major issue involved in improving how we promote the value of libraries is that we need to recognize that we cannot just sit back and assume everyone knows how valuable we are. We need to think seriously about how to promote knowledge and understanding of our value, so that when communities decide how to allocate their resources, they will be fully aware of the value libraries offer.

The second major issue is to ensure that we can do a good job of promoting the value of libraries. We must first make sure that libraries really do provide value to their communities. We need to contribute resources, time and money to the value of libraries and then promote community awareness of that value.

California's 21st century population will be older and more culturally diverse, with a growing proportion of youth in poverty, a greater need for services and resources in different languages, an increasing use of and reliance on technology by more and more people (but not everyone), and more affluence. These are conflicting trends with increasing extremes of both wealth and poverty, and a reliance or non-reliance on technology. In other words, we will be continually more diverse in every way.

Each of our communities is unique. Some will continue to be more affluent and more knowledgeable about technology. Others will reflect the growing number of youth in poverty and be technologically poor. Increasing cultural diversity will be found connected with both extremes of poverty and wealth. The larger the library jurisdiction, the more likely that it will be a microcosm of the state and reflect all these conflicting trends. The smaller the library jurisdiction, the more likely that it will be more homogeneous.

Since our first priority must be to ensure that our libraries truly are valuable to our communities, we must understand those communities and recognize that the value of libraries to different communities may be very different. The focus and emphasis of services in one community may need to be quite different from those in another community. We will need to focus on more intensive community analysis and planning than ever before to be sure that our libraries remain valuable or develop new value for our changing communities.

We all know how difficult this is, particularly in a time of fiscal constraints and other obstacles such as rigid civil service systems and a normal reluctance to change. Yet in order to respond to California's increasing diversity in every sense of the word, we must become more flexible and more responsive as organizations to the unique needs of our communities.

For the individual public library, the challenge is to study the community, engage in dialogue with the community, and integrate both our study and the dialogue into the planning process. We can learn a great deal from planning and community involvement techniques fostered by the Partnerships for Change Program. We must be willing to devote resources to these efforts, or we will not be able to determine and respond to the unique needs of our changing communities.

Then we must devote resources to ensuring that we do change in appropriate ways, retaining and reinforcing our traditional value to communities, but also enhancing and developing new value for our communities. Services and traditional methods of operation will need to change. How can only be defined in the context of each community's unique needs.

Once we have ensured that our libraries do have value to our communities, then we need to think about promoting that value. We know all the traditional ways to do that – standard public relations techniques, speaking engagements with clubs and organizations in the community, newsletters mailed to key opinion leaders in communities, media spots and appearances and publicity materials. Using these techniques, we need to be able to state the economic, educational and cultural value of the library which emerges from our planning processes with the community.

The State Library can help in a variety of ways. To support our first priority, the State Library can sponsor training for local library staff on how to do community-based planning to ensure the value of libraries. It can commission a study about the economic value of libraries and provide training to library managers about how to determine that economic value.

To support our second priority, the State Library can fund and sponsor a statewide media campaign about the value of libraries. I do not mean media spots to be sent to individual libraries to customize and distribute to their local television and radio stations, but instead, media productions that would be general enough to use statewide. I am talking about a campaign similar to the statewide media campaign against smoking. This would be very expensive, but could be a critical investment in public understanding of the value of libraries. Perhaps corporate sponsorship through the State Library Foundation would be an appropriate way to fund and sponsor such a statewide media campaign. Hopefully, it could be ongoing, not a one-time-only production. Television is the best means to reach the most people, so I would recommend using it, even though it is expensive.

If we really focus at the local level on planning to ensure the value of libraries, then by getting the word out, using all the classic methods of public information and adapting them as needed to our changing communities, more people will be able to answer the questions, "Why does your community need a library, and what is the value of the library to your community?"

In the long run, most of the other topics we are talking about at this Convocation – access, collection development and resource sharing, community collaboration and outreach, staff, and technology – are means to the end of providing value to our communities. Community-based planning, which is needed to ensure our value, is the process that will provide guidance for us in all these areas.

Staffing to Serve California's 21st Century Population

Staffing in Public Libraries to Serve the 21st Century

Perspective Paper No. 12

by Marilyn Crouch, Director, San Diego County Public Library

It is the year 2030; the information revolution is in full swing. New technology and technological developments pile one upon another. Is there a public library? What does it look like? Who does it serve?

These are questions that need to be considered in examining how we staff our public libraries. What is our focus? What changes should we make to improve staffing in public libraries for the 21st century?

Issues

Automation has fundamentally altered the library's internal environment. We should be able and willing to recruit in new areas for needed disciplines not part of traditional library training. In particular, there will be an increasing need for network management and telecommunications expertise. The environment is rapidly evolving and changing. The pay for these individuals will be different from that of the librarian and paraprofessional. Libraries should recognize and be willing to accept the higher scale needed to link new technologies and make them work. Libraries should be leaders in the area of linking information systems, collections and technologies, but they need the expertise to do so. We need the ability to provide information in multiple formats, electronic as well as print.

Outsourcing will become more common among public libraries. Many backstage activities have been automated or streamlined. More and more of our technical service activities will be outsourced to save time and money. These include payroll and benefits packages, cataloging and processing of materials, delinquency collections and technology maintenance. This means that some of the traditional jobs in libraries, particularly in the area of technical services, will no longer exist. Staff will need to be retrained in other, more direct public service areas.

Contracting for specialized or short-term skills such as network technology, collections recovery, employee training, customer service training and corporate fundraising is a new option. These specialized skills are available and may be much more cost-effective by contracting with private sector experts.

Diversity/new competencies in the workforce to meet new needs for services, expanded customer bases (cultures, ethnic and diverse age populations) and an increasing senior population. New and expanded skill in community outreach, marketing, public relations, community collaborations and fundraising will be needed as public libraries move to augment their services by forming alliances with other community partners. Also needed will be skills in the areas of space and building design to accommodate new services and technologies. Most of these skills are not present in the existing library workforce and are not taught in the traditional library school curriculum.

New, expanded recruiting techniques will be needed to attract and keep a broader spectrum of staff outside the library world. We must reach into diverse communities and age groups to meet and cross diverse customer and cross-cultural boundaries. Learning how to recruit in new places to find needed skills (i.e. computer technology and fundraising) will also be necessary. A more non-traditional civil service approach will be needed, especially for areas where contracts for services are established.

Increased use of hourly/temporary/ unbenefited workers for routine functions is an option that can provide more flexibility for hours of service at low cost. This allows the permanent workforce to focus on core functions and complex services and technologies. These workers should reflect the need for a workforce that is diverse in age and ethnicity.

Continuing education for staff will be critical as individuals from traditional library skill areas will need to be retrained and shifted to core services or to new service areas as they emerge. As services and technologies change, librarians and other staff need to pick up skills and techniques that will help them adapt to the evolving concept of the public library. We need to make sure we offer the opportunity to upgrade skills on the job continuously.

Technology outside the library will significantly change the way we do business. We are beginning to focus more and more on extending information and services outside the library walls to the home or business. Staff who are flexible, change-oriented and customer service oriented will be essential.

Change, especially technological change, will dictate that libraries redefine their missions, goals and objectives, planning and marketing processes – the way we do business – to relate to more and more of our customers. This involves identifying our customers and their needs, interests and expectations in order to design service strategy and marketing techniques.

Ethnicity, age and cultural diversity will be a factor. We will want to develop new multilingual services to meet the interests of an increasingly diverse population. To conduct effective community needs assessment, we must hire staff from these communities and build partnerships with diverse groups.

How Can the State Library and Public Libraries Address these Needs?

There is a need to develop expertise to contract for services not available within the library, especially in the areas of technology, marketing, public relations, and community needs assessment and collaboration.

The State Library can work with and underwrite initial funding for library schools to develop one- or two-day workshops or curriculum for training in the areas of contracting and outsourcing for library directors to hire experts in new fields. Library administrators should learn how to develop scope of work and contracting terms to bring in these areas and how to evaluate their services.

Ongoing continuing education training for professionals and paraprofessionals will be desperately needed. Training resources are not always available locally. Mini-courses (i.e., one- or two- day sessions) with continuing education credit would mean expansion of the core curriculum of library schools. However, if library schools could offer these mini-courses, this would provide the diversity of training and skills needed. Library schools have the existing training structure in place to most efficiently offer this type of training and lend their credentials to a credible type of course work.

There is a need for State Library consultants in some areas of specialty, particularly for small and rural libraries which do not have the expertise or resources even within their local government to handle some changes and enhancement of services. Examples are network and information technology planning as well as community needs assessment and marketing. The State Library could provide funding opportunities for libraries needing expertise in new areas, or it could provide contract experts. Network technology in particular is becoming a critical requirement that will only increase with the implementation of the Library of California. Many libraries do not have the resources (personnel or funding) to hire this specialty and only need it for limited periods for start-up on long-range planning. The same is true of the following areas, all which are becoming critical to the success and future of public libraries:

- Community/Corporate Fundraising
- Foundations
- Community Needs Assessment
- Public Relations
- Customer Service Training

Customer service training, as libraries focus more on tailoring services to fit the needs of specialized communities, will become more and more important. Training in this area is needed, particularly because of the amount of change taking place in the traditional library role.

Funding and fundraising training is critical to the assured success of public libraries. Our base will remain public funding. As a public library, we should receive public support. However, today's library is in an increasingly competitive race for declining resources. Unless public libraries adopt and master the language and techniques of our competitors, we face a decline in the significance of our services. Increasingly, we should develop the skills to build collaborations with public and private sector sources. Fundraising and grant-writing are such needed skills. The State Library could sponsor training, workshops, consultants and start-up grant monies to begin this process in local communities. All funding is a local issue – but some start-up publicity and marketing monies are needed. Finally, the need to focus on change and the willingness to adapt to new communities and technologies are critical to the future existence of public libraries.

Improving Staff to Better Serve California's 21st Century Population

Perspective Paper No. 13

by Billie Dancy, Director of Library Services,
Oakland Public Library

The 1996 Benton Foundation report, *Buildings, Books, and Bytes: Libraries and Communities in the Digital Age,* is a wake-up call for librarians about how the public perception of the role of libraries in the future and the perceptions of librarians often differ. According to the public opinion research conducted by the Benton Foundation, there is a critical need for libraries to define their relative and collective roles in an expanding marketplace of information. In a community-driven political environment, organizations that do not recognize or share local community values will be in jeopardy, or risk being marginalized as other institutions compete for limited public monies. A diversified work force is essential to our efforts to better understand and connect with our communities.

The population of the 21st century will be more diverse than at any time in history. In spite of legislation, complaints or denial, diversity is a reality in California that will continue and grow.

The diversity in our communities and work force goes beyond ethnicity. Class, race, gender, sexual orientation, age, and religious and physical differences are reflected in the work force and in the the communities we serve.

Economic changes such as a major shift from jobs that require basic skills to those which require specialized training will continue to have a major impact upon society, as we move from an economy based upon services to one based upon the provision of information. Computer technology has had a major impact on libraries throughout the state. Staff often do not feel they have the training or time necessary to adequately respond to the questions of library users who expect technical assistance or those who question the need for technology rather than books. Jobs are less secure, loyalty to institutions is diminishing, and lifelong learning and flexibility are critical.

The changes taking place in our society are played out in the workplace. The needs of the work force mirror the needs of our communities. Staff want more training, job security and recognition within the organization. Attitudes regarding the haves and the have not, and the competition for limited resources are reflected in our policies and services. Library workers who find a link between their personal values and those of the organization are more enthusiastic, creative and effective. Our response to staff needs will provide us with the clues we need to more effectively meet community needs.

In the 21st century there will be increased interaction between those who are different within communities and within the work force. Even those communities that are geographically and economically removed from diverse populations will begin to experience change as the population increases and space becomes more limited.

California libraries have made significant advances in the acquisition and application of technology to improve efficiency and access to information and collections so as to meet special population needs. They have also developed excellent programs to meet critical community needs such as homework assistance and adult literacy, which serve as models in spite of initial resistance by some librarians. Despite some progress, however, we continue to struggle in our efforts to connect effectively with diverse populations and staff.

So where do we go from here? Change is risky, often messy and usually uncomfortable, but strategic change is necessary as we enter the next century. Given the diminishing resources and increased demands and complexity of the political, technological and social environment, the organizational structure of libraries must become less rigid in order for us to respond quickly and effectively to changing needs.

Such a shift will not be easy given the historical culture of most libraries, which is based upon a class structure where formal education is often the primary measure of ability and intelligence. We need to take a hard look at our structures and at the skills needed to most effectively serve our constituents. Changes may include learning to work effectively with partners, organizing work remotely, examining power relationships within the society and our institutions, involving more library support staff in management, and developing working relations with other agencies and groups who work with special populations, thus building the skill level of our staff and identifying shared values.

We need to train, retain and recruit staff who are willing and able to work effectively in a diverse environment, and who have the technical skills or cross-cultural knowledge necessary to move the library forward. Support staff must be included in the recreation of our organizations. Ironically, support staff are often more in tune with the leadership, values and perceptions of local residents because they often represent our customers' diversity and the skills needed.

We must find a nexus between our high professional standards and the messy reality in which we work. Training by itself is not sufficient to make a change. We must reject the perspective that refuses to acknowledge the existence of inequity. The refusal to recognize the issue perverts any efforts by the organization. There must be a change in attitude and in behavior.

Library administrators should encourage and recognize professional growth and community involvement as well as the creation of an environment that encourages and supports diversity, lifelong learning, and broad participation from all levels of staff. Staff development should be part of each supervisor's work plan and each library's policies and procedures. We must provide library staff with the knowledge and skills needed to remain effective and competitive in a rapidly changing environment and take advantage of the resources available from other departments or agencies.

The State Library should provide incentives and tools for training, evaluating, identifying, recognizing and distributing information about programs that work, functioning as a link between statewide goals and staff development and recruitment. Efforts by the State Library and systems to provide and support training are critically needed.

One of the most effective ways to encourage diversity within the profession is to provide support for library school students at the local and state level.

As librarians, we are well aware of the power that ideas and information have and how they determine who has the power in this world. The knowledge-based society now evolving presents challenges and opportunities. As a result of technology such as the Internet, for the first time in history, the possibility of leadership is open to all regardless of differences. We must work strategically to take advantage of the ideas, information and human resources available to us to create institutions in which more people may be successful – institutions that will attract and develop the staff who will lead us triumphantly into the 21st century.

Technology

Technology in Libraries: Preparing for California's 21st Century Population

Perspective Paper No. 14

by John Kallenberg, County Librarian, Fresno County Free Library

Change is occurring very rapidly, and new technologies are being added to support service in all libraries. This change is adding new elements to service by increasing the diversity of formats and hardware with which libraries must cope. Public libraries in California must apply these technologies as they respond to the diverse populations they serve.

Specifically, the elements of change are:

- Faster computing and telecommunications;
- Larger capacity of computing;
- Higher resolution in monitors;
- More format choices for purchasing electronic materials;
- Implementation of the Internet and Intranets;
- Increasing expectations of patrons for access to these new technologies; and
- Global telecommunications to multilingual, multinational resources.

From the viewpoint of human relations and organizational development, all libraries are struggling to keep abreast of these changes so that they can make good economic decisions, train their staff to be effective in the use of these tools, and maintain their relationship with the larger governmental organization(s) of which they are a part. In this arena, the Internet and Intranets pose new challenges. As a public library offers its services, it must do so in a way that protects both First Amendment rights of individuals and community standards of acceptability, and that also provides access for multilingual and/or multicultural needs.

One key issue for libraries is telecommunications. The telecommunications policy of "universal service" has entered library service through the Telecommunications Act of 1996. The public library becomes a place where those who do not have access to this technology can have it. Overlaying this new service for libraries is the very rapid change in the types of telecommunication technology being deployed and the deregulation of all telecommunications services. The impact of these elements is not yet clearly felt in the communities libraries serve. In California, funding and legislative support are not yet completely in place. At the national level, support is not in place for the services required.

Currently, public libraries are at the threshold of these changes. A number, including Sacramento Public Library, have been experimenting with various aspects of telecommunications technology. Members of Peninsula Library System and others are exploring on-line services for all of their members. The State Library and Los Angeles Public Library are testing access to several products and services to support system reference centers. The State Library, through its InfoPeople Program and the Virtual Reference Center prototype, is providing platforms for experimentation and testing of strategies for accomplishment. In addition, many public libraries and public library systems are conducting planning and assessment to change their approach to the use of technology.

In the future, public libraries are going to be places where ALL technologies are in use, from books to on-line full text and graphics documents. They will be connected to both Intranets and Internets. They will have multilingual capabilities for their patrons via these technologies. Public libraries will be places interconnected with the world and places of independent refuge for their patrons and their communities.

Knowing that this is where public libraries are going, discussions should be held to figure out how to get there. Difficult choices will occur in making buying decisions for new technology. Staff training at all levels (top to bottom) will be essential and will ensure the best use of these tools. Libraries have always been places for people to learn and learn at their own individual pace. Technologies now available and those yet to come in the 21st Century will add more choices to this learning experience. Each library will need to form more alliances and consortia to meet these challenges. These alliances will range from strategic to day-to-day.

What will our patrons see and expect when visiting the public library?

High Speed Internet – Patrons are requesting United States Geological Survey maps. Patrons will be able to receive the desired maps and three-dimensional biological illustrations at the branch library where the request is made because of access to high-speed, broad bandwidth telecommunication lines.

Global Multilingual Delivery System – Visitors to the public library will be able to receive information or materials in languages other than English or cultural material from around the world through global Internet connections.

Training for Staff and Patrons – Staff responding to patron inquiries will have the background and understanding to make choices between print sources and electronic on-line resources. They will also have the skills to use and/or select services available via the Internet's World Wide Web and the ability to interpret these services to their patrons.

Lifelong learners will be using the library to learn how to use new technology tools for their learning and information needs. For an indefinite period, both patrons who have not touched a computer keyboard and very sophisticated users will ask to learn more about using the variety of technologies available in the public library. Libraries will respond to these needs through individual and group instruction.

On-line/CD Server/Stand-alone Electronic Materials Delivery – Patrons of public libraries will use electronic materials via the Internet and networked CDs in the library from homes and offices. These materials will vary from publicly available materials to proprietary materials. They will vary from those purchased locally to those used locally, but stored elsewhere. They will vary from those purchased individually by the library to those purchased as a part of a consortia in which discounts/licenses are secured through a regional, state or national body.

The library community, including the State Library and the California Library Services Board, must address technology needs as a part of its responsibility to maintain and develop public library service relevant to 21st century Californians. Specifically, action should take the following forms:

A. Support and fund the development of high-speed interconnections between libraries and the Internet.

B. Through an appropriate vehicle, promote statewide licensing of on-line materials held by the private sector and the supporting copyright clearances.

C. Provide training for existing and new staff through courses or training sessions on various topics that support the use of all technologies in public libraries.

D. Act as an advocate for California's public libraries in the national and international arena to protect access to resources needed by California's diverse population, and to support economic development of the state.

E. Develop local delivery capabilities for global connection and effective use of multilingual and multicultural information that will connect the diverse population of California to the global community.

F. Provide leadership in all arenas that will develop all of our libraries as the "new California gold mines" – **ON TO 2049!**

Technology in Libraries: Preparing for California's 21st Century Population

Perspective Paper No. 15

by Mark Parker, Deputy Library Director, Sacramento Public Library

In November, 1996, the Benton Foundation published *Buildings, Books, and Bytes.* The study "compares library leaders' visions for the future with the public's prescriptions for libraries, derived from public opinion research...." (Preface, p. 1). The study notes:

"The public loves libraries but is unclear about whether it wants libraries to reside at the center of the evolving digital revolution – or at the margins. Trusting their libraries and seeing them as a source of comfort in an age of anxiety, Americans support their public libraries and hold them in high esteem. They support a combined role for libraries that links digital and traditional book and paper information resources. And they accord equal value to libraries as places where people can read and borrow books or use computers to find information and use online services." (Preface, p. 2)

The study notes that library leaders and the public understand there is potential conflict between technology and the provision of traditional library services. With the exception of adequate funding, this may be the key issue facing libraries over the next decade. It underlies a number of other issues:

- **Books vs. Computers** – Should libraries replace their collections with electronic resources? How would these resources be selected? Can technology provide enough "access points" to serve the public?
- **Haves vs. Have Nots** – Should scarce library resources be devoted to provision of electronic access for people who do not have alternative access to technology for cultural, social or economic reasons?
- **Buildings vs. "Virtual Libraries"** – Can electronic library resources and services replace physical library buildings? How much service should be channeled to the public through technology?
- **Librarians vs. "Cybrarians"** – What is the role of the librarian in the information age? How much time should be spent supporting technology? What is the impact on library staffing patterns?
- **Selection vs. Open Access** – Materials accessed through the Internet may never be "selected" by library staff. What responsibility do libraries have for the content of digital information?
- **Censorship vs. Intellectual Freedom** – How do libraries manage the issue of public demand for censorship of some forms of electronic information with the basic right of freedom of speech?

Beyond these philosophical issues are a host of operational issues. There is increased demand for development of technology infrastructures. This includes high speed connectivity and networking, and the installation, support and maintenance of sophisticated computer systems and software applications.

The increased complexity of the electronic library environment requires the training and recruitment of new staff and the reorganization of library staffing patterns to accommodate them. The dividing line between professional and non-professional staff will blur as electronic information resources are deployed closer to the public and are less under the control of professionals. All Sacramento Public Library branches, including those staffed and managed by non-professional staff, have Internet terminals, access to on-line magazine indices with full-text articles, and the Online Catalog, providing access to the entire library collection. With more powerful tools in hand, non-professional staff will play an increasingly important role as information providers.

Technology support staff will also have an impact on library hierarchies. Many industry salaries are already higher than that of many library directors. Moreover, the mobility inherent in the technology field will make it increasingly difficult to retain qualified technical staff.

It is ironic that so much demand for change and caution comes at a time when libraries seem ill-prepared to handle them. Many California libraries have endured – and continue to endure – dramatic budget reductions. In their efforts to keep the doors open, libraries have cut everything but the most essential services.

Given the challenges described above, what needs to be done to meet the needs of California's population of library users and potential users?

There is little public support for the abandonment of traditional library services. The library in both popular imagination and reality is more than a place where information is provided. Libraries are held in high public esteem because they meet a variety of needs, both "high-tech" and "high-touch." Many communities see the library as a vital part of the neighborhood, where people are free to learn, to find quiet and intellectual stimulation, and to be entertained.

At the same time, there is a growing public awareness that libraries must assume some role in the provision and publishing of digital information services. Programs like the State Library's InFo People project have helped many libraries. The development of an experience base is the only way that libraries can understand the advocacy and public policy issues to ensure that they are not left behind in the public imagination.

At the core of adequate library service is adequate funding. Libraries may become increasingly marginalized if they cannot afford to provide even the most basic traditional services. Technology cannot by itself be looked upon as an alternative to adequate materials, qualified staff and sufficient hours of public access.

Beyond the funding issue are the following needs:

- Access to sufficient technology resources to enable libraries to install and maintain electronic access for their users. This includes continuing education for staff, adequate training for new staff, and access to consultative assistance as well as access to the technology itself.
- Development of a favorable public policy environment providing low-cost, high-speed access to the information superhighway.
- Development of technology "models" that work in a library setting. Grants from both public and private sources should be used to encourage experimentation and disseminate information about both successful and unsuccessful projects.
- Awareness of applicable policy issues in the library and general public contexts. Libraries must participate in the public discussion of issues that affect them. This dialogue must be shared with public officials, elected representatives and those responsible for funding and overseeing public library services.

To address these needs both public libraries and the State Library must commit resources to accomplish the following:

- At both the state and local level, provide adequate funding to meet the needs of public library users.
- Develop demonstration projects to implement new technologies and assess their benefits.
- Participate in the development of public policy as it relates to the telecommunications industry, seeking the most favorable pricing structures for libraries and making additional funds available for development and installation of high-speed connectivity.
- Link the demand for improved quality of education to improved quality of library services. Emphasize the role that public libraries play in the educational process.
- Provide for staff training in areas of technology and public electronic access services.
- Seek the passage and implementation of legislation that benefits libraries and utilizes technology. The Library of California (SB 409) is a good example.
- At the State Library Level, provide consultative services to manage the development of pilot projects, collect and disseminate information pertinent to libraries and technology, and advocate on behalf of libraries and technology.
- Develop projects that demonstrate the usefulness of technology to the community and to

the general public.

As partners, public libraries and the State Library can address issues of concern on both local and statewide levels. The State Library can address issues that cross jurisdictional lines. Local libraries are places where public policy ultimately affects the library user.

There is no question that the demand for electronic and digital resources is here now. According to *The San Francisco Chronicle* (March 13, 1997, p. B1), "Nearly one-quarter of Americans and Canadians over the age of 16 – or 50.6 million people – hooked up to the Net in December ... When the first such study was completed last Spring, 18.7 million computers in Canada and the United States – less than 10 percent – were using the Internet at least once a month." In less than one year, Internet usage has more than doubled. The State Library and California public libraries must address large and small issues as they struggle to achieve an appropriate balance between traditional services and technology-based services. The ability to accomplish this task will ultimately decide how important library services will be to a public with an increasingly broad array of information options.

Remarks of Dan Walters

Journalist and Syndicated Political Columnist

May 22, 1997

When I was about 12 years old or so, I lived in the Imperial Valley. Now the Imperial Valley, for those of you who don't know, is awful. Particularly in the summertime when it's 115-120 degrees with 90-95 percent humidity from all the irrigation. My mother was a great believer in reading. In fact she's a former teacher and taught all of us kids to read at a young age. She taught us so well, as a matter of fact, that I dropped out of high school, but that's another story.

At any rate, when I was about 12 years old, I decided to read a book a day for the entire summer; and I did it, thanks to the local library. I'd go down there once a week and get seven books. They were very tolerant of that, I guess. And a week later I'd take those seven back and get seven more. I hit 100 books before the summer was over. I haven't read a thing since. So that's one of the library stories I'm going to tell.

I will tell you this little political story involving libraries. When Proposition 13 passed in 1978, of course it was a big financial blow to local governments, including libraries. Jim Nielsen authored this bill to provide, as I recall, 40 million dollars from the State to support local library services. And Jerry Brown vetoed the bill and used it as an example of "I've gotten the message," you know, smaller government, cutting taxes, and so forth. But in the same week that he vetoed that bill, he approved another bill that happened to also involve about 40 million dollars. It was a 40 million dollar-a-year tax break for the horse racing industry who just happened to be represented by his father's law firm, but that's another story. So I wrote a column about this strange juxtaposition of events. And the headline on the column, which I'm very proud of, was "Millions for bookies, nothing for books." It didn't make me too popular around the Governor's office for awhile. That's another story about libraries.

The final story I'm going to tell you about libraries is a non-political story but I think it's really more on point about what we're talking about here. A friend of my stepdaughter's came over to the house because she had been assigned to write a school report on Malawi. I think that's how you pronounce it. Tiny little country in Africa. And she'd gone to the Roseville City Library near our home and she found virtually nothing on Malawi. You know, she could find it on a map. There may have been a little brief reference to it in some book but it was really insufficient and she did not have a home computer at that time. So she came over to see whether she might tap into our computer and find something.

We first looked it up on the Internet. Tagged into the Internet and pulled up one of the search engines, and just typed in Malawi. Wham. More Malawi than you'd ever need in your entire life. I mean just thing after thing after thing, all these contemporary reports and statistical studies and this and that. I mean I printed out half-dozen things for her. It gave her what she needed.

I guess that's really the final message. That from the time I was 12 years old, the place of the library has clearly changed in people's lives for a lot of reasons. That girl and her family bought a computer and got Internet access after seeing that demonstration. I know technology is one of those reasons. But the whole concept of a library being an almost exclusive repository of information available to the public, clearly has changed. Today, the library is only one of a whole menu of information sources. The question that you're pondering here is: what relevance will libraries have as California moves into the 21st Century?

So with that little series of vignettes, I am going to launch into my description of what's going to be happening in California for the rest of this decade, the rest of this century, the rest of this millennium and into the next one as well.

I think we all know that California is a place of unending change. The only constant about California is that it's constantly changing, but there are periods in which the rates of change and the depth and breadth of that change is greater or lesser. I think that we are really blessed to be living in probably the most interesting place in the world and probably in its most interesting period – a period of dramatic, far-reaching, deep, powerful, social and economic evolution. There are a lot of specific things one could mention but I think they really can be categorized in three big areas of evolution.

The first and probably the most important is economic. California was an agrarian society for most of its first century. It became an industrial society earlier in the 20th century and it is now evolving economically into this very powerful but also very complex post-industrial economic mode. There's a lot of data to support that thesis but it's not merely a theory, it's real – very, very real. We're evolving into an economy that is in trade services, entertainment and communications, in a dramatic way.

There are more people employed in the motion picture industry in Southern California now than in aerospace. Motion picture employment has tripled since 1980 while that of aerospace took a very bit hit - maybe a half-million people in the early 1990s. Aircraft assembly hangars are being converted into sound stages in Southern California to make up for a shortage of motion picture sound stages. All the major studios are expanding film production dramatically. Not only does it service the American market but the worldwide market as well. It is a humongously powerful and growing industry.

The number of people employed in tire factories in California has declined by 85 percent since the mid-1970s and there are more cars on the road. The number of vehicles in California is expanding rapidly – more rapidly than the number of drivers, nearly three times as fast as the number of drivers. We have 25 million vehicles and only about 19 million licensed drivers in California. There's something weird about that. (laughter). You could have one driver in every vehicle – you know one vehicle for every driver and you'd still have about six million vehicles still parked some place. That's California, right? More vehicles, more tires, but they're not being built here, they're being built someplace else. There's only one tire factory left in California near Hanford.

But during that same period, employment at hotels, like this one, has doubled in the last 20 years. Look at it another way. In 1980 there were 3.4 million Californians employed in what I call the basic traditional areas: manufacturing, utilities, transportation like railroads, and so forth.

These are traditional activities. Today, if you take those same exact categories, there are 3.4 million employed in them, 7,000 fewer since 1980. All of the growth in employment since then – about 30-35 percent – has been in the new economy, the trade service economy. Within the manufacturing area, we all know that's undergone a tremendous revolution in the high tech area. Health care is now the largest single industry in California. It's a 100 billion dollar a year industry. It's twice of what the defense industry is and growing. Look at all the new hospitals that are being built around the state. You've seen them all. There are two new ones in my little community of Roseville – a new Kaiser Hospital and a new Sutter Hospital.

This economic transformation of California is real and it has myriad impacts unto itself. It means that the requirements for work are changing dramatically. It means a certain level of stratification. Some people believe California is becoming a two-tiered economy. A lot of expansion among what some people call the "cognitive elite" – among people who are symbol manipulators like you and like me. People who take words and numbers, symbols, rearrange them in a computer, or on a piece of paper, and get paid to do it. Lawyers, accountants, computer programmers, software designers, multimedia mavens. They're all symbol manipulators.

And then, there is a lot of expansion down there among the garment workers, in the low-tech industry, the service industry, the ill-paid and the ill-trained. And there is a kind of squeezing out of the middle. It's not certain. It may be happening, possibly not. The data would indicate that perhaps it is, but it's still too early to tell.

Today, jobs are portable. Jobs don't have to be on rail heads. They don't have to be next to a port. Don't even have to be next to an airport. Jobs can be anywhere. You take the computers, plug them in, you're in business.

When I was getting my health care through Blue Shield not too many years ago, before I went to Kaiser, my insurance claims were being processed in Grass Valley up in the Sierra Foothills. It's just as easy to process those insurance claims in Grass Valley as it is in downtown San Francisco. In fact, it's easier.

So one of the effects of the economic evolution that's going on in California is that jobs are being dispersed from the coastal cities into the inland valleys. The land is cheaper, labor costs are cheaper, housing for workers is cheaper, so on and so on.

Jobs are portable. They can be picked up. Look at the intense competition for that next Intel chip plant. If it can be in Albuquerque, it can be anywhere. So there's an intense competition.

The second big thing that's happening is population growth. The sheer numbers are absolutely overwhelming. Six-million more Californians in the 1980s, 25 percent population growth in ten years. That's a very high rate of population growth, comparatively. To demonstrate that, California's population growth was one-fourth of all the population growth in the United States during that period. The population growth alone would have been equal to the thirteenth most populated state in the United States – the equivalent of adding a Virginia or a Massachusetts to our population in just ten years.

And you say, "Okay, that was in 1980s. Everybody left in the 1990s. Right?" We read all the stories. U-Haul did not have enough trailers for all the people who wanted to pack and leave California. And it was true as far as it went. We did lose a lot of people in the early 1990s. Well over a million, maybe two-million people, literally packed up and left and went mostly to other nearby states. But, what those stories did not tell you was that our population did not stop growing. It slowed, but didn't stop. Because the two most important components of population growth in California are babies and foreign immigration and they remained as high as ever during this period.

The numbers work out something like this, and it's a very consistent pattern I might add. First of all, and foremost, babies. We have a birth rate in California second only to Utah's which is a religious matter of some kind in Utah. Utah has the lowest teenage pregnancy rate in the nation; we have one of the very highest teenage pregnancy rates in the nation. California's high birth rate produces almost 600,000 babies a year. That's more than one baby a minute. They're just popping out there like crazy. Pop. Every minute. Well, about every 45 seconds, pop here comes another one. Think about that. Think of all the babies being born in California. In California, only about 220,000 people have the good manners to die every year. And contrary to popular belief, they are not all slaughtered on the LA freeways, either by auto accidents or bullets. Actually, only about 4,000 people are murdered in California every year.

So births minus deaths, the so-called natural increase, adds up really to about 350,000 a year. You add to that another 300,000 or so foreign immigrants, two-thirds legal, one-third illegal. So that's 650,000. That's kind of your basic, built-in population growth in California. Now you either add to that, people coming from other states, or you subtract from that the net loss to other states.

So now we've got 32.5, almost 33 million in California, up from 30 million in 1990. We're back to even on that, maybe we're even gaining a little bit. We can expect six-million plus per decade, according to both the census bureau and our State Department of Finance, for at least the next two decades. We were 30 million and by the end of this decade we're going to be close to 35 million. We're going to be 41 or 42 million by the end of the next decade. We're going to be 47 million by the end of the decade after that and we're going to top 50 million somewhere around 2025. And that's going to be twice as many people as we had in 1980.

Now think of the sheer impact of those numbers. It means more of everything. More cars on the road, or at least more driving. We've doubled the amount of vehicular driving in California in the last 20 years. We've only increased the lane miles of highway by 7 percent in that period. Want to know why there are traffic jams? That's why there are traffic jams – more cars on the road. Baby boom of the 80s, means school boom in the 90s, right? Maybe it'll mean a juvenile delinquency boom in the late 1990s, too. We don't know that yet, but it's possible.

We need to be building the equivalent of a pretty good sized school every 24 hours in this state, 16 to 20 classrooms costing roughly 2.5 billion dollars a year, ad infinitum, as far as you can see down the horizon. As long as those babies keep being born, that's going to be true. So where are we going to get the 25 billion dollars we need to build schools in the next ten years? Anybody got any bright ideas? Nobody knows. They don't know down at the Capitol either. Believe me, they don't know. More cars on the road, more kids in school, of course more kids in college after that. More of everything. Water. Houses. Jobs. Libraries? Maybe, don't know. Computers? Don't know.

Third big thing that is happening is cultural change. Lots of foreign immigration. One-third of all the foreign immigration in America comes to California and with that, lots of babies. The exodus of people in the early 1990s in California was a white flight, by and large, and it accelerated the rate of cultural change. It also accelerated the relative decline of the white population because of that. The decline of the white or Anglo population to below 50 percent was not supposed to take place until sometime in the next decade. Instead, it will occur in this decade. It accelerated pretty dramatically. We're about 51 percent Anglo, non-Latino white today. That will drop below 50 percent pretty soon. And as everyone in this room knows, we're not just talking a few ethnic classifications here. We're talking 110 languages in Los Angeles public schools.

This is the most ethnically and culturally diverse society that has ever existed in the history of humankind. Nobody has every done this before. Nobody has ever gone through what we're experiencing in California; and that reverberates out. Any one of these three big trends would be traumatic, equivalent to an earthquake or some other gigantic, cataclysmic event, albeit in slow motion. Instead of happening in seconds, it is happening over decades. But it's important because it's changing the face of California sociologically and physically, environmentally and all other ways.

You take all three of those trends and put them together and you create all these mutant hybrid sorts of changes, issues, challenges, almost too numerous to list. Eventually they translate into political terms, like where are you going to find the money to build schools much less operate them? Where's the money going to come for transportation? What kind of transportation should you build? and so forth.

One way to look at politics: it's a side show. It's kind of fun sometimes, disgusting at other times, but politics is the means by which a society identifies a consensus of social values and then somehow implements that consensus into programmatic or legalistic terms. We all agree that we shouldn't wantonly kill each other. I'm not sure we have exactly, but if we had, then politics is a means by which we define homicide, specify penalties for it, and so forth. It's that consensus implementation process. But you first look at California and you say, "What is the consensus? Is there a consensus on anything?" Maybe it is as the range of values – a wider and wider and wider range. That consensus becomes ever more elusive.

What's clear is that all institutions, the institutions you represent, the institution I am part of, the institutions of politics, all of the mechanisms that we have in this society to communicate with one another and interact with one another are under challenge because of the inner mingling, intertwined social economic and demographic forces that are at play in this society.

As I said, the issues are almost limitless. Education, transportation, water - where's the water going to come from? Are we going to build more dams, more reservoirs, more canals? Will we reallocate the water that's already there - 85 percent used for agriculture, into non-agriculture uses? Think how enormously complicated it is to create the mechanisms. Is that water to be just simply reallocated? Is it to be sold? Is it to be marketed? One of the very intense controversies in the Capitol right now is a plan by the San Diego Water Authority to buy water from the Imperial Irrigation District, my old stomping grounds, and use it in San Diego. But how do you get it there? It has to go through the Metropolitan Water District and they want to charge $246,000 an acre foot to transport that water. San Diego says that's usurious. Boom. Big political battle over water. Not over water per se, but how it's to be priced. Who is going to pay for it? Farmers want to sell it. People in San Diego want to buy it. How's it going to get there? Who is going to pay for transporting it? How much are they going to pay? Those are the sorts of issues that arise out of these things. San Diego needs that water. It wants water independence and that's the way it's chosen to get it.

Housing development patterns have changed, too. The jobs have shifted into the inland valleys. So the people are shifting into the inland valleys. I think you heard a little bit about this earlier today. Population growth in this decade will be 17 percent on average, according to the current projections. So any area that is growing faster than 17 percent is above the line and then there are areas that are growing slower than 17 percent, or below the line. Now where is the growth occurring? There are 29 counties that have above-the-line growth in this decade. There are three counties that are right on the mark of 17 percent and the others, 26 counties, are below the line.

Those 29 counties, with a couple of small exceptions, are inland counties in the inland valley areas. Riverside County, San Bernardino County, the Inland Empire of Southern California, Northern San Diego County, up through the Central Valley. All the Central Valley counties, except one are above the line. Yolo County is the only one that isn't above the line, but it's just barely below it.

On the other hand, the coastal metropolitan areas are not growing nearly as rapidly. That's particularly true of the San Francisco Bay Area. While California is growing by 17 percent, San Francisco itself, pretty much built out, will only grow by about eight percent. Marin County is only supposed to grow about four to five percent; half of those will be inmates of San Quentin Prison. That's the one area of population growth that Marin County does not control – inmates of San Quentin. As a matter of fact, in the decade of the 80s, Marin County only grew by about 7,000 people and at least half of them were inmates of San Quentin Prison.

Between 1980 and 1996, Riverside County grew 108 percent. Its job base grew 134 percent from the shift of jobs and there is a very, very close correlation, although not exactly precise. There are a few exceptions, but there is a very, very close correlation between the fastest growing job areas and the fastest growing population areas, as you might expect. It's a massive shift demographically. Now it doesn't mean these coastal areas are losing population, per se. There's actually only one county that's even close to losing population, and that's a very small rural county.

It's actually a two-pronged process, as near as I can figure. The basic components of population growth in California, i.e., foreign immigration and babies, are largely an urban phenomenon – not exclusively but largely. But there is this off-setting shift, white-flight really, out to the burbs, out to the edge cities. Not the close-in suburbs – not the Orange Counties and the Contra Costa Counties and the San Mateo Counties. Those populations are rather stable.

Sacramento is a perfect microcosm of what's going on. You have the urban core, not growing very much in population but its population changing in ethnic and cultural composition. Then you have the older suburbs – Carmichael, Fair Oaks, places like that, not growing very much. Then you have the edge suburbs, where I live, Roseville, Placer County. Placer County is the fastest growing county in Northern California except for small counties that have prisons in them. Isn't that amazing, that these places get to count inmates. It's just wonderful isn't it? I wonder if the inmates get subtracted from where they come from? Think about that for a minute.

Placer County grew 76 percent since 1980. That's where NEC is located. That's where Hewlett Packard is located. That's where Oracle is about to locate – Silicon Valley East they call it. And this phenomenon is replicated all around the state. Then finally, beyond that, we have the fourth belt – the rural outback county of California that's not growing very much. They still have resource economies, for the most part, except where they build those prisons. Prisons are the fastest growing component of California state government. It's one growth area. The one thing that the state has done for rural economic development in the last 20 years is build prisons. And that's true in Imperial County and Del Norte County, to use the two extremes. If it wasn't for those prisons, those places would have dried and blown away a long time ago.

And that's what's really happening in California. Thinking of California as Northern and Southern California is really erroneous. The two halves of the State have become more alike, sociologically, even politically. What's really important is to think of California as these concentric belts. Those urban cores not growing very rapidly but changing demographically and culturally, very rapidly. The older suburbs which are more settled, become job-centered in areas like Contra Costa County along the 680 corridor, or Orange County, near the Orange County Airport. Lot of jobs. Lot of commuters going into those areas. It's funny, those people in Contra Costa County, San Mateo County, Orange County, think they're getting a lot of growth because they see a lot of traffic. The truth is their populations aren't growing very much at all, but they've got a lot of commuters coming in because they put controls on population growth. They do not put controls on job growth. Kind of an interesting phenomenon. Four concentric belts is how to think of California accurately.

The prognosis for this state, demographically, economically, and culturally, is more of the same. The economy will continue to convert itself. The old industrial economy will continue to shrink. The new industrial economy, high-tech, will continue to expand and the new symbol economy, the new service economy, will continue to expand dramatically. The potential for economic growth in California is almost limitless.

Think about where we exist. We exist where North America, Latin America and the Pacific Rim intersect with one another. We are the crossroads of much of the world. We have a diverse economy, a diverse population that has cultural ties with much of that world so the potential for economic development in the new economy is absolutely limitless. The question, really, is whether we will be able to manage that growth, and the concurrent population growth and diversity in such way that we retain some identity as a state, some cohesiveness as a culture and do not degenerate into mutually warring tribes. And that's a great challenge.

You know we could become Bosnia on the left coast of America without working at it too hard. The potential for that is there. And it will be the quality of our civic leadership and our civic institutions that will determines what happens.

You notice I haven't said much about politics? That's because I don't think politicians are terribly important in the scheme of things. Politicians, despite what we say about them in the media, despite what they say about themselves, are not really leaders. They are truly and more accurately reactors rather than actors. They react to the problems presented to them by changing social and economic circumstances that are, in large measure, beyond their control. They react in ways that the society essentially allows them to react. It's rare that politics, on its own, deals effectively with some public policy issue. It's only when we have achieved some sort of civic consensus about something, that essentially provides an atmosphere of a no-lose situation for politicians, that they will finally act. So if we leave it to the politicians to decide these things, they probably won't deal with it. They will tend to become bogged down in minutia, trivia.

But, there are many impediments. There are structural impediments to effective policy-making. There are cultural impediments. All the changes that have gone on in the society of California, the dramatic changes we've seen, are not reflected in the body politic. Voters are overwhelmingly white, like 75-80 percent white, middle to middle-upper class, home-owning people. So all the changes that are going on in society are not mirroring the body politic. In fact, the characteristic gap is widening because the changes going on in society are much more rapid than what is going on with voters, which creates a political paradise. Who do politicians respond to? Constituents or voters? That dilemma permeates the Capitol.

And there are other structural impediments. We have created a structure of government that is almost indecipherable. We have not changed it much. We have merely added to it.

I'll give you a very good example, because it's probably the single most important endeavor we have – public education. Who is responsible for public education in California? Will somebody please tell me? I don't know. I literally do not know. I hear school boards pontificate, superintendents pontificate, the legislature pontificates through several voices, the governor has something to say. The state superintendent of public instruction has something to say and the state school board has something to say and they all say different things. When things go well, they're in there clamoring for credit.

When the test scores come in bad, the responses are: "Not me, that was that other guy over there. That was because this guy didn't do his job over here. My predecessor screwed up. Not my fault."

But who is responsible for public education? I am very serious about this? Can anybody name who's responsible when the scores don't come in, when the buildings are falling apart? Who is responsible for that? It's a tremendous structure that encourages passing the buck and pointing fingers. It discourages accountability and that's true whether you're talking about education or almost all other forms of endeavor.

You know, I am hesitant to make predictions about how all this is going to affect the library business, the library profession. I think it is going to be very challenging. I hate that word – challenging – but I think it's literally true in this case. Libraries, like other institutions in California, are going to be dealing with an increasingly diverse population, not only just in ethnic terms and linguistic terms, but in cultural terms as well. You know, lifestyles, sexual orientation, you name it. As Dorothy told Toto, "We're not in Kansas anymore." California isn't Kansas. A generation or two ago, we were Kansas, but we're not Kansas any more. We're more diverse.

Rapidly changing economic circumstances will compel people to constantly retrain themselves to keep up with the changing economy. And, finally, the sheer numbers, the incredible crush of the sheer numbers that present challenges for all institutions, in and outside of government, that service the population of California. The best thing about this is, it gives me a hell of a lot to write about.

I've got it all figured out. If I just write about another 3,000 columns, on top of the 4,500 or so I've written already, I can retire. Thank you very much for your attention.

Dan Walters has been a journalist for more than 36 years, spending all but a few of those years working for California newspapers. In 1981, Mr. Walters began writing the state's only daily newspaper column devoted to California political, economic and social events. In 1984, he and the column moved from *The Sacramento Union* to *The Sacramento Bee*. His column now appears in more than 50 California newspapers. In 1986, his book, *The New California: Facing the 21st Century,* was published in its first edition. The book has since undergone revisions and has become a widely used college textbook about socioeconomic and political trends in the state.

Remarks of Richard Rodriguez

Journalist and Author

May 23, 1997

I ask you to just look at me. I come from another part of the world. I come from South of the border. My parents are Mexican immigrants and this is who I am. This man who has an Indian face and a Spanish surname and an Anglo first name, Richard, who carries the voice that was given to me, shoved down my throat actually by Irish nuns, who taught me unsentimentally, the Queen's English. You should wonder about the complexity that creates Richard Rodriguez, the centuries that have made this complexity. I am not, in any simple sense, the creature of multiculturalism. I am the creature of something much more radical and that's the penetration of one culture by another, one race by another. And so I stand here today, and I don't know which part is the Indian part speaking to you. Which leg is my Indian leg? Which leg is my Spanish leg?

You are listening to the complexity of all of that. Do you understand? Mexico doesn't have a notion of multiculturalism. In Mexico, most Mexicans are some blend of races, usually a blend of the European and the Spaniard. But many of us also are African. We are totally all that – we are that before anything else.

Let me talk to you a little bit about the 15th Century. In 1492, we are told that Christopher Columbus discovered the Americas. What we are not usually told, of course, is that the Indians discovered Christopher Columbus and literally so. On that day in October of 1492 when the sight of Columbus appeared on the horizon, the Indians came out of the forest to look at Columbus. They didn't run into the forest. They came out to look. Columbus thought he was headed for a good curry meal and the Indians came out to look at this guy. A lot of time we portray the New World Indian as this victim of a European design, as someone whose whole history can be described purely as victimization. But we had a moment in human history where people who didn't beat each other, confront one another and they are both equally curious. You know, sometimes that happens when strangers meet. Sometimes strangers don't simply go to the opposite sides of the room. Sometimes strangers are attracted by the foreignness, by their difference. When I see you, I want to know who you are. That's my Indian side again. I'm not afraid of you. Never have been.

By the 18th Century in Mexico, the majority population was mixed race, which means that there were more mixed race people in Mexico than there were either pure Indians or pure Europeans. By the 18th Century in Mexico, the slave had long been freed. And the intermarriage between the Indian and the African in Mexico was so great, that it has never again been duplicated in the history of the Americas.

José Vasconcelos, the great educator/philosopher of Mexico in this century, talked about the Mexican as the cosmic race. The European, the Indian, the African, and by the 19th Century, there was also an Asian migration, mainly Chinese, to the Western side of Mexico.

I remember a few years ago, I was on an

interview show with Bill Moyers who is sort of the conscience of public television when Julia Child is not being the conscience of public television. And he gets that sort of very worried Baptist look that he gets. I think he's a trained minister, and in the presence of real chaos he sort of gets that worried look. He pulled back in his chair in the middle of the discussion and he said, "Mr. Rodriguez, let's see if we can clarify this. What are you trying to tell those nice people in Sacramento?" He said, "Are you Hispanic or are you an American?" Interesting choice that, don't you think? And I said, "Mr. Moyers, I'm Chinese."

I believe that, incidentally. I believe that you people have souls, as I have a soul. I don't think that's a metaphor. And I believe that we change one another in contact with one another. I believe that if you get that chair too close to the chair next to you, you're going to end up looking like the person next to you. You're elbows – pull them in, because take a look at who is sitting next to you (laughter).

I remember being in England a few years ago. I was being interviewed on the BBC, and this woman said, "Mr. Rodriguez is in favor of assimilation."

And I thought to myself, I'm not in favor of assimilation any more than I'm in favor of the Pacific Ocean. I didn't decide, when I was child walking down the streets, that I was going to become an American. I didn't decide, "Well today I'm going to become 40 percent Mexican and 60 percent Gringo." It doesn't work that way. You end up walking like other people because that's what you end up doing. In a few minutes, you're all going to walk out of this room with the same American slouch. You don't think about that. You don't premeditate that, but in fact you start behaving like one another. You start sharing an impatience. You start sharing a kind of American genius.

Now the Anglo-Saxon genius of the United States has always treasured the importance of the individual. As one who has benefited a great deal from that Anglo-Saxon inheritance, I would like to say that I am very grateful to the British for having given the New World that idea of the first person, singular pronoun – the "I." I am. I feel. I think. I want. I know.

The Latin-American genius, on the other hand, is the first person plural pronoun, the "we." That is what I want to talk about today because it seems to me, when I look at California these days and the Hispanic future of California (which is both demographic and real), what we are talking about really, is a cultural influence that is quite new and quite shattering to the conventional notions of the eye.

I would like to suggest to you, as an Indian that has a Spanish surname, that this room constitutes a "we." That for all of your physical differences, for all of your age differences, for all of your cultural and religious differences, you have extraordinary things in common and that you are also responsible in various ways for making each other. That is, your story is part of her story. And it is the business of American libraries, it seems to me, to be attune to that fact. Blending. Mixture. Intermarriage. Have you ever looked inside of a burrito? Have you ever noticed how mixed up the burrito is? The thing we [Mexicans] shocked America with was the notion that, in fact, we were not pure. We have never been pure. Our genius is for contamination. We will contaminate you.

America keeps saying, "Well can't you stay on that side of the line? Can't you comprende that? That's your side of the line." I keep telling young Latinos, "You know, instead of worrying about how much you're assimilated or not assimilated, if you really want to scare the United States of America, all you would have to say to the United States of America is "I'm going to marry you. I'm going to start dating your son. You're going to start eating my food, Neighbor."

Richard Nixon invented me in 1973. Actually in 1972 he asked Cap Weinberger, who was then at the Office of Management and Budget, to determine the major racial and ethnic groups in this country. Richard Nixon sent all these bureaucrats off and they went to a hotel room, much like this presumably, and they sort of brooded over all your pictures and your phone books and they decided after one year, that there are in fact five major racial and ethnic groups in this country. Count them – five. The first – and this is no order of priority or preference – is the White, the second is Black, the third is Asian/ Pacific Islander (you know those people in Honolulu), the fourth is American-Indian and the fifth is, ladies and gentlemen, coming up fifth but not last, is the Hispanic.

The interesting thing about Hispanics, of course, is that you can travel all over Latin America and never meet one. There are no Hispanics in Latin America. There are Bolivians, Chileans and Mexicans. You have to come to Miami or Sacramento to meet a Hispanic. There is a large controversy among us as to whether we are Latinos or Hispanics. Hispanics are nothing if not people preoccupied by fathers and ceremony, and we worry a great deal about which is the right word for us. The argument against Hispanic is that it gives too much of our identity to Spain.

I have never understood why "Latino" is any less a colonial word since it is, after all, a Spanish word. It refers to the bosom of the Mediterranean and to Rome ultimately, the Latin World. So I'd like to use the word Hispanic just because I'm not supposed to. My mother always says, "Behave yourself," but I always liked the word I'm not supposed to use. I think as an Aztec I would have used the Spanish just because I wanted their language. I've always wanted your language; never been afraid of it. And I like the idea too, that I would use an English word, Hispanic, to describe myself as a descendant of the Spanish Empire which is, in some way, the great triumph of Queen Elizabeth over the Spanish Armada. The last triumph. Her caked face cracking as she thinks about it. All of those ships going down into the Atlantic and 400 years later there would be this Mexican-American who would call himself, in the language of Queen Elizabeth, Hispanic.

I should tell you that the majority of Hispanics in the United States, the vast majority of us, like 65 percent, are from Mexico. The ones you will see on television, most of them are from Cuba because they're prettier. The second largest number of us are Puerto Ricans and, if you think about it, the fact that most of us are Puerto Rican and Mexican is interesting. Because I always have to make clear to American audiences that there is no Hispanic race in the world. There is no Hispanic race. Most Americans think that there are these brown people, somewhere on the floating Isle of Hispaniola who have little fingers and whose women put roses behind their ears. And the men are amorous but ineffectual lovers and that we all wear a size 7B shoes. But I assure you that there is no race called the Hispanic race in the world.

There is in Latin America, every sort of race that you can imagine. Every nationality is in Latin America. There are Lebanese-Mexicans, there are Chinese-Mexicans, there are Black Brazilians. One of my closest friends in Los Angeles is blonder than the sun. She considers herself a Mexican and she says, "Why is it whenever I say I'm Mexican, Americans never believe me?" Indeed, why? Well, because we think people who live South of the Border are these little brown people. But I assure you, the most revolutionary aspect to Hispanicity is not that we are the third largest race. We are not comparable to Whites and Blacks because we are an ethnic group, not a racial group. You understand?

So what is really interesting is not that the census bureau reported last week that by the year 2005, Hispanics will outnumber Blacks. That is an impossible statement, because many Hispanics are Black.

By the year 2050, the projection is one-quarter of all Americans will be Hispanic. The only sense that I can draw out of that fact is that by the year 2050, one-quarter of all Americans will identify themselves by culture rather than by race and that is interesting. You already have Black Dominicans, for example, who have marked themselves as Hispanic. And this seems to be just the beginning of new ways of imagining who we are in this room. That not simply a racial identity is at stake here but our cultural identity. How many Mormons are there in this room? How many gays are there in this room? How many widows are there in this room? How many Southerners are there in this room? There are new ways of organizing the information about who we are, that are cultural and not simply racial.

I would like to say that something is going on in this country right now that we have not seen before and it is part of what I consider the Hispanic future of the country. And that is that we are looking for new ways to describe who we are because the old vocabulary not longer fits.

I met a young girl in Oakland the other day who told me that her father is Mexican and her mother is African-American. I said, "What are you?" She did not have a word for it. You know what she told me? "I'm a Blaxican."

I raise these issues because it is your job, it seems to me, to introduce California to itself, and we don't have a vocabulary yet. You don't have a vocabulary yet to even talk about what California is. This place is not simply this little neighborhood over here and that freeway exit over there. Something else is going on here.

Karl Marx wrote in the 19th Century that in the history of the world, the discovery of gold in California, not far from here, would be a more important event than the discovery of the Americas by Columbus. When Columbus found the Indians off the West Indies, Europe met the Indian. But when gold was discovered in California in the late 1840s, the entire world met itself. It had never happened in human history before. Never.

Suddenly you had African alongside of Australian alongside of Malaysian alongside of Filipino, alongside of Peruvian alongside of Indian alongside of Chinese, and they were all looking for the same gold. Nothing would bring man to a part of the world faster than gold. They were all at each other's necks, but it was the beginning of California. You are the fulfillment of that moment. Your libraries represent this extraordinary moment in human history that has never happened before.

I was in Merced, California recently and in Merced, the two largest racial ethnic groups are the Mexicans and the Laotian Hmongs. And I was spending the day with these Laotian gang kids and they were really down on the Mexicans. But I kept thinking to myself, you know, in the history of the world, Laotians have never lived alongside of Mexicans. This is pretty amazing. Well the Laotians were going on about how they hated the Mexican kids, and that Mexican kids were always getting in their faces. They couldn't stand each other and so forth, and so on. And I thought to myself, "What's not computing here. There's something that's not making sense to me." And then I realized it. You know what it was? The Laotian kids were all speaking English with a Spanish accent.

We keep talking about how California is breaking apart. We cannot stand each other. It strikes me as at least important to notice that Los Angeles, the capital of this union in our state, has three times the national average of miscegenation, of inter-racial marriage. What do you make of that? You know the city in this state that has the highest number of inter-racial marriages? Guess? Stockton. Blue-collar, bulky, good old boy, country music, sweaty Stockton.

I heard that Bill Clinton is going to have this meeting in a few weeks of people who call racial relations in America and I know what it will be like. They will all tell us how terrible our race relations in America are. And in many ways they are terrible. But it'll be all the people from what I call the level of physics. Up here. Where they talk about society as this abstraction and then go on to another conference.

At the level of biology, something remarkable is going on in America. At the level of biology, you're eating more salsa than you are ketchup. Because they interest me so much, I've been following Jehovah's Witnesses, and I've been going to some of the meetings around the state. I want to tell you, this is considered working class Christianity. But in those congregations, there is a level of inter-racial participation that I see nowhere else in this state, the very bottom of the society. I say that also about certain forms of Evangelical Protestantism. It is amazing to me how racially mixed they are. At the bottom, there is this thing going on.

Here we are in 1997, and we do not know what to make of Tiger Woods. We don't know what name should we give him? African. Yes. Tiger Woods. Exactly. African. Asian. Indian. European. He's Californian. (from the audience, "He's a golfer.") And he's a golfer.

On page 8 of his autobiography, Colin Powell says, that he is African, but he is also, by birth British, Scottish, Irish. And then he says what every African-American friend of mine has always said. Somewhere in the middle of our friendship, they say, "By the way, did you know my grandmother was a Cherokee?" I don't have a single African-American friend who does not have a grandmother who is a Cherokee? And Colin Powell says to Barbara Walters, "I'm American-Indian." And she says, "That's nice dear, but what does it feel like to be the first Black candidate for president?"

I say this quite seriously because it's interesting me more and more, but the Indian-African marriage in the United States is a story that has been rarely told in the American history books. It is one of the most astonishing stories and it is truly the contra-story for all of our separation. These two races were getting together with shared suffering. I don't know what brought them together. But it is an extraordinary story.

There's a moment in the de Tocqueville journey across America when he, the Great European on his horse, comes upon these two women walking together. This is in a Southern state in the 19th Century. He sees these two women walking together. One of them is Indian and the other is African. And at the moment in which the women see him, they have opposite reactions. The Indian, when she sees the European, runs into the forest. The African waits for him to approach. And de Tocqueville says, "Well here is the fatal mistake of both races, regarding the European. The Indian is too haughty; she does not want to have a relationship with the European. The African is too docile; she cannot imagine herself except by reference to the European."

But nowhere does de Tocqueville wonder about what the Indian and the African were talking about. Or why they were easy in each other's company.

You know, one of the things we need to do or understand as librarians is that some cultures are not simply separate entities, but they overlap. That by the year 2007, the world population of Mormons is going to become the majority population. And the majority population is going to be Spanish-speaking (that was predicted, by the way, by Mormon prophesy).

One of the things that we should understand is that people are not simply separate from one another but that her history is also his history and vice-versa. And that whenever we try to celebrate a history – this week is Hispanic History Month – we must also show other races, other peoples, other nations as participating within that history. It seems to me that that's a California insight. That is not a New York insight. That's a California insight. To understand the way lives are interconnected and the way, in fact, my life is part of your life.

On March 17th, which is St. Patrick's Day, have you ever heard anyone say that this is a great day for Mexico? I'm going to say that. This is a great day for Mexico. When the Irish started coming to this country in the 1840s, the argument against allowing Irish immigration into the United States was Mexico. Not too many people know that, but then not too many people know very many versions of history. Whose fault is that, I wonder, librarians? Whose fault is that, I wonder, publishers? Whose fault is that, I wonder, teachers? Whose fault is that, I wonder, ministers?

In the 1840s, the argument against allowing the Irish into this country was Mexico. The native's argument went, if you let the Irish into this country, they would unite with their fellow Catholics, the Mexicans, and overturn the Protestant State. I've always thought that was a pretty good argument. But in fact it's an extraordinary story. In fact there was real worry because a large number of Irish immigrant boys ended up in the Mexican-American War fighting on the American side. General Scott, in fact, would go to Mass with these boys – he was a Protestant – just to ensure that they understood that he was with them. A large number of Irish recruits changed sides. You will never hear their story in the American history books. They became known in Mexico as San Patricios, the St. Patrick's Brigade, and they fight for Mexico against the United States of America. There were a number of them who were apprehended by U.S. troops and hung on the Zocolo of Mexico City. It is on the Zocolo of Mexico City on March 17th, every year to this day, that the Mexican President salutes the Irish Ambassador.

And we think to ourselves, well this is the Irish Week now, and we can't talk about anybody else, because this is Ireland's week. I keep saying to myself, "You know, there is no one in California who is innocent of anyone else's story." I am Filipino. I am Chinese. I live in an Asian City. I live in San Francisco. In the same way that Sacramento changed me and turned me into a Valley Boy 40 years ago, San Francisco is making me Asian. That's not a conceit. That is a human fact.

Art Sadenbaum, when he was still alive at the *LA Times*, was a good friend of mine. I love smokers by the way. I don't like smoking; I don't smoke myself, but I love smokers just because they're so abused in our society.

I was at this college in Colorado over the weekend and I was talking to these undergraduates and it was amazing. There is nothing you can do to offend their moral sensibility. You can get an abortion or not have an abortion. You can take drugs or not take drugs. You can do almost anything in society but one thing and that's, "Don't smoke in my room."

Anyway, I remember that at the *LA Times*, there is a tiny balcony where all these smokers have to go to smoke and so you meet the most interesting people there. Everyone else has clear lungs inside but the people outside have really interesting ideas. And I remember I was with Art on that balcony overlooking Civic LA one afternoon. This was ten years ago maybe. And he had seen the numbers. He had seen the statistics that said that California was about to become a Hispanic State, that LA is a Hispanic City and so forth.

He sucked in on his cigarette and he said, "What do you make of that? You know, are we all going to speaking Spanish in ten years?" It has taken me about ten years to figure it out, or at least to have an answer. What my answer would be, would be my nephew.

My nephew who has a Scottish surname who I recently was watching rehearse Hamlet. He's a teenager. He's caught in Hamlet some extraordinary adolescent quality. You know we always get these middle-aged Lawrence Olivier's to play Hamlet and we forget just how juvenile Hamlet is. How wonderful it is to hear Hamlet's voice changing because suddenly he's in the middle of an adult world and he doesn't know what to do about it.

So there he was up on the stage in tights; this kid who is the result of a conspiracy of the Dutch, the Scottish and Mexico – all of whom have created this boy who looks Italian, who's a pretty good actor, who is pretending that he's a Danish prince in English.

And I think to myself, "That's what it means to be Hispanic. That's what it means to live in the Hispanic State of California." Something like that is going on in human history and it's even more miraculous. It's not even and not only that we are sharing our identities with one another, which is the easiest way of talking about this. The more interesting thing is that we are becoming one another.

Shirley MacLaine is under the impression that she is a 14th Century Peruvian Indian. At the moment it is the Peruvian Indians that are becoming Protestants. So you have all these granddaughters of the pioneers who killed off the Indians communicating with dead Indians while the Indians are working at the Holiday Inn making you your lunch. It's really quite extraordinary. It's almost as though you know there are only a certain number of possibilities in human history and once one group gets that, then the other group has to become them.

About three years ago I was on the border between the United States and San Diego... I mean the United States and Tijuana. And I met these three guys from Victory Outreach, which is an evangelical church that works with kids with serious drug problems and gang problems along the border, on both sides of the border. You know Victory Outreach? It's a terrific group!. These boys were coming up to the United States of America, like 503 years after Columbus, to convert the United States of America back to Protestantism.

And I thought to myself, "That's kind of interesting, the Indians are coming this way to convert us back to Protestantism." This year, in 1997, Victory Outreach is sending missionaries to Europe. I didn't see that noted anywhere in the history books. I see that Columbus made it over onto this side, on his Holiday Cruise with dispatch, but I don't see that we are noting that the Indians are going to Europe this year to France, to Paris, to London, to Frankfurt, to Amsterdam, to convert Europe back to Protestantism. Isn't that interesting?

There's one word which I saw on your brochures which I just want to protest and that's the word "information." I speak to a lot of library groups these days. I'm one of the last remaining writers, people who make their living as writers. I live in the age of Bill Gates and I know we're all supposed to sort of bow down at the Great Alter of Information but I don't. I find information interesting and I find it useful but I just want to remind you that the libraries that I used as a child, the libraries that I still use, do not simply give me information. I want to tell you quite plainly that all the things that information is not. Information is not an idea. Information is not a feeling. Information is not an insight. It is true that you need information many times to have a good idea, but information itself does not provide a good idea. Information is not wisdom and there ain't much wisdom around these days.

Our president and various other politicians are wiring up our classrooms so that all these kids are on the 'Net. We have e-mail now to communicate with each other instantly. You know, actually can you Fed Ex it to me because I need it tomorrow. Well actually, UPS has an 8:00 a.m. service, if you can send it to me. You know, actually I needed it yesterday. What do you need yesterday? What are we communicating over e-mail that is so valuable? Have you noticed? No one is saying anything, but we're saying it quickly. (laughter).

What you gave me, librarians, was a library that was so confusing. It was not separated by ethnicities and race. You gave me a library that gave me James Baldwin when I was about nine years old. I remember reading, *Nobody Knows My Name*. I remember reading about growing up in Harlem and I thought to myself, "This life is so different from mine. But why is it that my gut feels so tight with it. Why do I feel connected to this man?"

And I remember reading *My Antonia* by Willa Cather and thinking to myself, "Hell, I've never even seen snow and I'm standing there on a train station on a snowy night and these immigrants from a place called Bohemia. What is this? Who is she? And why do I care so much about her? Why is her life mine?" That is what you gave me. You didn't give me information. You gave me the deepest intuitions of a life and that is that we are connected to each other at some deeply human level.

There will always be ways in which I am one, single, I. And I deeply am grateful to this country, especially its Anglo-Saxon judicial system, for honoring my I-ness, for honoring all the ways in which I am separate from you. Separate even from the people who love me. Separate even from my family. Those incredible subtle ways in which a child is always separated from its parents. That mystery when you look into your child's eyes and realize that separation.

I have come to speak of the other knowledge, the Hispanic knowledge. And that is that we are constantly making each other, creating each other. We are constantly eating each other's food, hearing each other's music. There is no one in this room who does not speak Black English. There is no one in this room who is not Filipino. There is no one in this room, Compadres, who is not Hispanic. Thank you very much.

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Richard Rodriguez is a graduate of Stanford University and spent two years in a religious studies program at Columbia University. *Hunger of Memory,* Rodriguez's autobiography, was greeted with great acclaim upon its publication in 1982. The book won several awards, including the Gold Medal for non-fiction from the Commonwealth Club of California, the Christopher Prize for Autobiography, and the Ansfeld-Wolf Prize for Civil Rights from the Cleveland Foundation. His second book, *Days of Obligation: An Argument with my Mexican Father,* was published in 1992 and was one of three finalists for a Pulitzer Prize in the non-fiction category in 1993.

Rodriguez is an editor with Pacific News Service in San Francisco, an essayist for the MacNeil/Lehrer News Hour, and a contributing editor for *Harper's Magazine, U.S. News and World Report* and the Sunday Opinion Page of *The Los Angeles Times.* Rodriguez has produced two documentaries for the BBC, and was the subject of a two-part profile on Bill Moyers' "World of Ideas" television program. His articles appear in numerous publications, including *The New York Times, The Wall Street Journal, The American Scholar, Time, Mother Jones* and *The New Republic.*

Recommendations by Assignee

The recommendations below are listed by assignee and are prioritized (in each assignee category) according to votes by Convocation participants. Recommendations to more than one assignee are repeated. A complete listing of all recommendations by category, as developed in the Convocation, can be found in Appendix A.

Recommendations to Public Libraries

1. The State Library and public libraries should develop collections and programs for ages 10-18 years, beyond homework assignments (Collection Development).

2. The State Library and public libraries should establish LSTA[1] minigrants for promoting local libraries and community awareness activities (Promoting the Value of Libraries).

3. Barriers to access should be addressed as follows (Access):

   - All public libraries, library schools, and the California Library Association, should work together to address and improve staff attitudes, lack of skills, and staff's need for training.

   - Public libraries should address the issue of fees for non-resident's library cards.

   - Public libraries should work to improve unsuitable library buildings and facilities that don't meet ADA[2] requirements, their lack of equipment, and services for special needs.

   - Public libraries, the State Library, and the California Library Association should address the issue of disparities in funding.

   - Public libraries should address the lack of public transportation, inadequate parking, and poor access to parking at the local level.

   - Public libraries should respond to the language needs of their service areas.

   - Public libraries and the State Library should work together to improve the literacy level of all Californians.

   - Public libraries should promote their services to non-users who have no previous experience/knowledge of public libraries.

   - Public libraries and the California Library Association should address the lack of policy/legislation ensuring every individual's right to library services.

   - Public libraries should work to eliminate electronic barriers (e.g., getting voice mail instead of a person).

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[1] The Library Services and Technology Act (LSTA), a federal grants-in-aid program for local libraries, is the successor to the Library Services and Construction Act (LSCA), and is administered in California by the State Librarian. Each year the California State Librarian awards approximately $10.6 million for local assistance awards on a competitive basis in response to locally initiated proposals which meet the purposes of the Act. The program extends LSCA in the area of information services to special populations, expands the emphasis on technology in libraries, and encourages resource sharing and interlibrary networking and cooperation.

[2] Americans with Disabilities Act.

- Public libraries should provide adequate training for the public in use of new technology.

- Public libraries should work to improve library rules (such as fines) and policies (such as hiring criteria).

4. Public libraries should provide technology and information literacy training for the public in group and individual instruction with support from the State Library and library schools (Technology).

5. All public libraries and the State Library should support and facilitate community-based planning to determine their individual community's priorities for access (Access).

6. Public libraries, the State Library, the California Library Association, and library schools should publicize the library's unique role in lifelong learning, both to the profession and to the public (Lifelong Learning).

7. Public libraries, the State Library, and the California Library Association should provide training for all library staff in customer service, technology, and working with diverse communities, particularly but not exclusively ethnic communities (Staffing).

8. Public libraries, the State Library, and the California Library Association should develop bilingual, bicultural staff and work to empower a "feminine" profession (Lifelong Learning).

9. Public libraries should develop adequate resources in terms of staff, material and hours (Lifelong Learning).

10. Public libraries and the State Library should expand the PFC methodology to include children, young adults, aging baby boomers, seniors, etc. (Community Collaboration)

11. All public libraries should reexamine and redefine staff duties and expectations so that being flexible, adapting to change, and being creative with the community equals success (Staffing).

12. Public libraries, the State Library, the California Library Association, and library schools should recognize and respond to the need for continuing education in the areas of managing technology (Technology).

Recommendations to the California Library Association

1. The California Library Association should take a leadership role (with the State Library providing funding) to develop opportunities for internships, models and programs that develop managers into directors. This would include release time grants to go to school plus tuition, while working to remove local restrictions (Staffing).

2. The California Library Association should establish minimum levels of technology standards for public libraries in order to ensure equity of

access. This should also include an assessment of current technology levels in California public libraries (Technology).

3. Barriers to access should be addressed as follows (Access):

- The California Library Association, library schools, and all public libraries should work together to address and improve staff attitudes, lack of skills, and staff's need for training.
- The California Library Association, the State Library, and public libraries should address the issue of disparities in funding.
- The California Library Association and public libraries should address the lack of policy/legislation ensuring every individual's right to library services.

4. The California Library Association, the State Library, and library schools should continue to develop tools for organizing the World Wide Web to support language and cultural diversity in California (Technology).

5. The California Library Association, the State Library, library schools and all public libraries should publicize the library's unique role in lifelong learning, both to the profession and to the public (Lifelong Learning).

6. The California Library Association, the State Library, and all public libraries should provide training for all library staff in customer service, technology, and working with diverse communities, particularly but not exclusively ethnic communities (Staffing).

7. The California Library Association, the State Library, and public libraries should develop bilingual, bicultural staff and work to empower a "feminine" profession (Lifelong Learning).

8. The California Library Association, the State Library, library schools and all public libraries should recognize and respond to the need for continuing education in the areas of managing technology (Technology).

Recommendations to Library Schools

1. Barriers to access should be addressed as follows (Access):

- Library schools, the California Library Association, and all public libraries should work together to address and improve staff attitudes, lack of skills, and staff's need for training.

2. Library schools and the State Library should provide comprehensive technology training in a "train the trainers" format (Technology).

3. Library schools, the State Library, and the California Library Association should continue to develop tools for organizing the World Wide Web to support language and cultural diversity in California (Technology).

4. Working with the State Library, library schools, should train all library staff on the value of community joint ventures, using regional workshops, a manual, and a "train the trainer" approach (Community Collaboration).

5. Library schools and the State Library should survey Partnerships for Change (PFC)[3] libraries to determine the extent of impact on communities and library services and share findings statewide. This should be done with the idea that it may result in future grant projects (Community Collaboration).

6. Library schools, the State Library, the California Library Association, and all public libraries should publicize the library's unique role in lifelong learning, both to the profession and to the public (Lifelong Learning).

7. Library schools should sponsor research on the implications of lifelong learning on collection development – e.g., career and job changes, welfare reform, the technologically illiterate (Collection Development).

8. Library schools, the State Library, the California Library Association, and all public libraries should recognize and respond to the need for continuing education in the areas of managing technology (Technology).

Recommendations to the California State Library

1. The State Library should take a leadership role (working with the California Library Association and membership, ALA[4], CALTAC[5], Friends, and partners) to develop a statewide public relations campaign. This would include a grant to develop a 3-5 year plan of ongoing activities, and a millennium conference. The campaign should tap major metropolitan areas of San Francisco, San Diego and Los Angeles and include messages that could be replicated locally, with a cost/benefit analysis (Promoting the Value of Libraries).

2. The State Library and public libraries should develop collections and programs for ages 10-18 years, beyond homework assignments (Collection Development).

3. The California Library Association should take a leadership role (with the State Library providing funding) to develop opportunities for internships, models and programs that develop managers into directors. This would include release time grants to go to school plus tuition, while working to remove local restrictions (Staffing).

4. The State Library and public libraries should establish LSTA[6] minigrants for promoting local libraries and community awareness activities (Promoting the Value of Libraries).

[3] The Partnerships for Change (PFC) Program was designed to help public library staff to reach out to their changing communities, to better understand them and their information and recreation needs, and then to restructure their library service plans to meet the needs of these changing populations. The California State Library worked with 26 public libraries between 1989 and 1995 and provided grants and training to assist libraries in creating public library services that were meaningful and relevant for their communities.

[4] American Library Association.

[5] California Association of Library Trustees and Commissioners.

[6] The Library Services and Technology Act (LSTA), a federal grants-in-aid program for local libraries, is the successor to the Library Services and Construction Act (LSCA), and is administered in California by the State Librarian. Each year the California State Librarian awards approximately $10.6 million for local assistance awards on a competitive basis in response to locally initiated proposals which meet the purposes of the Act. The program extends LSCA in the area of information services to special populations, expands the emphasis on technology in libraries, and encourages resource sharing and interlibrary networking and cooperation.

5. The State Library should implement a grant program for organizational joint ventures (institutional) to raise awareness of libraries in the community (Community Collaboration).

6. The State Library should establish and maintain an Internet site that includes core lists of selected multicultural resources, plus hard-to-find materials, collection development policies, etc. (Collection Development).

7. Barriers to access should be addressed as follows (Access):

- The State Library, the California Library Association and public libraries should address the issue of disparities in funding.
- The State Library should address the inequities of TBR[7] subsidies.
- The State Library and public libraries should work together to improve the literacy level of all Californians.
- The State Library should address the problem of "haves/have nots" in technology ownership by potential patrons.

8. The State Library and library schools should provide comprehensive technology training in a "train the trainers" format (Technology).

9. The State Library, the California Library Association and library schools should continue to develop tools for organizing the World Wide Web to support language and cultural diversity in California (Technology).

10. The State Library, working with library schools, should train all library staff on the value of community joint ventures, using regional workshops, a manual, and a "train the trainer" approach (Community Collaboration).

11. The State Library should expand Internet access in local public libraries through the InfoPeople project and other appropriate initiatives (Technology).

12. The State Library and all public libraries should support and facilitate community-based planning to determine their individual community's priorities for access (Access).

13. The State Library should repeat the Immigrant Grant Program[8] with small, easy-to-implement grants (Collection Development).

14. The State Library and library schools should survey Partnerships for Change (PFC)[9] libraries to determine the extent of impact on communities and library services and share findings statewide. This should be done with the idea that it may result in future grant projects (Community Collaboration).

15. The State Library, the California Library Association, library schools and all public librar-

[7] The Transaction Based Reimbursement (TBR) program reimburses local libraries for a portion of the costs they incur when they extend lending services beyond their normal clientele. There are three types of loans supported: equal access, universal borrowing, and interlibrary loans. Equal access and universal borrowing are loans made directly to individuals who are not residents of the jurisdiction of the lending library; interlibrary loans are loans made from one library jurisdiction to another in order to fill a patron's request made at the borrowing library.

[8] From FY 1990/91 to 1993/94, the State Library's Immigrant Grant Program provided training and $5,000 grants to public libraries for collection development to enable them to better serve their immigrant populations.

[9] The Partnerships for Change (PFC) Program was designed to help public library staff to reach out to their changing communities, to better understand them and their information and recreation needs, and then to restructure their library service plans to meet the needs of these changing populations. The California State Library worked with 26 public libraries between 1989 and 1995 and provided grants and training to assist libraries in creating public library services that were meaningful and relevant for their communities.

ies should publicize the library's unique role in lifelong learning, both to the profession and to the public (Lifelong Learning).

16. The State Library should introduce at a public library directors' forum the concept of managing organizational change, followed by a series of targeted programs that would enable libraries to receive customized assistance (Community Collaboration).

17. The State Library should create and fill a principal librarian position that specializes in development, public relations, networking and fundraising (Promoting the Value of Libraries).

18. The State Library should provide technology consulting services to public libraries, including a list of qualified consultants Technology).

19. The State Library should develop "Recommendations for Effective Library Service to Asian and Pacific Island Americans to complete the recommendations series on serving California's major ethnic populations" [10] (Collection Development).

20. The State Library should encourage the formation of a task force to create new performance measures for electronic library services (Technology).

21. The State Library, the California Library Association and all public libraries should provide training for all library staff in customer service, technology, and working with diverse communities, particularly but not exclusively ethnic communities (Staffing).

22. The State Library should bring library schools and public librarians together for discussion of core competencies (Staffing).

23. The State Library, the California Library Association and public libraries should develop bilingual, bicultural staff and work to empower a "feminine" profession (Lifelong Learning).

24. The State Library should develop a needs assessment template for collection development and distribute it to all California public libraries (Collection Development).

25. The State Library and public libraries should expand the PFC methodology to include children, young adults, aging baby boomers, seniors, etc. (Community Collaboration)

26. The State Library should fund internships for high school students at local public libraries (Staffing).

27. The State Library, the California Library Association, library schools and all public libraries should recognize and respond to the need for continuing education in the areas of managing technology (Technology).

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[10] The State Library has already published recommendations for African-Americans (*Keeping the Promise*), and Spanish-speaking communities (*Adelante*).

Recommendations by Priority

The recommendations below have been prioritized according to votes by Convocation participants, with the top priorities listed first. A complete listing of all recommendations by category, as developed in the Convocation, can be found in Appendix A.

1. The State Library should take a leadership role (working with the California Library Association and membership, ALA[1], CALTAC[2], Friends, and partners) to develop a statewide public relations campaign. This would include a grant to develop a 3-5 year plan of ongoing activities, and a millennium conference. The campaign should tap major metropolitan areas of San Francisco, San Diego and Los Angeles and include messages that could be replicated locally, with a cost/benefit analysis (Promoting the Value of Libraries).

2. The State Library and public libraries should develop collections and programs for ages 10-18 years, beyond homework assignments (Collection Development).

3. The California Library Association should take a leadership role (with the State Library providing funding) to develop opportunities for internships, models and programs that develop managers into directors. This would include release time grants to go to school plus tuition, while working to remove local restrictions (Staffing).

4. The State Library and public libraries should establish LSTA[3] minigrants for promoting local libraries and community awareness activities (Promoting the Value of Libraries).

5. The State Library should implement a grant program for organizational joint ventures (institutional) to raise awareness of libraries in the community (Community Collaboration).

6. The State Library should establish and maintain an Internet site that includes core lists of selected multicultural resources, plus hard-to-find materials, collection development policies, etc. (Collection Development).

7. The California Library Association should establish minimum levels of technology standards for public libraries in order to ensure equity of access. This should also include an assessment of current technology levels in California public libraries (Technology).

8. Barriers to access should be addressed as follows (Access):

   - Library schools, the California Library Association, and all public libraries should work together to address and improve staff attitudes, lack of skills, and staff's need for training.

   - Public libraries should address the issue of fees for non-resident's library cards.

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[1] American Library Association

[2] California Association of Library Trustees and Commissioners

[3] The Library Services and Technology Act (LSTA), a federal grants-in-aid program for local libraries, is the successor to the Library Services and Construction Act (LSCA), and is administered in California by the State Librarian. Each year the California State Librarian awards approximately $10.6 million for local assistance awards on a competitive basis in response to locally initiated proposals which meet the purposes of the Act. The program extends LSCA in the area of information services to special populations, expands the emphasis on technology in libraries, and encourages resource sharing and interlibrary networking and cooperation.

- Public libraries should work to improve unsuitable library buildings and facilities that don't meet ADA[4] requirements, their lack of equipment, and services for special needs.

- The State Library should address the inequities of TBR[5] subsidies.

- The State Library, the California Library Association and public libraries should address the issue of disparities in funding.

- Public libraries should address the lack of public transportation, inadequate parking, and poor access to parking at the local level.

- All public libraries should respond to the language needs of their service areas.

- The State Library and public libraries should work together to improve the literacy level of all Californians.

- Public libraries should promote their services to non-users who have no previous experience/knowledge of public libraries.

- Public libraries and the California Library Association should address the lack of policy/legislation ensuring every individual's right to library services.

- The State Library should address the problem of "haves/have nots" in technology ownership by potential patrons.

- Public libraries should work to eliminate electronic barriers (e.g., getting voice mail instead of a person).

- All libraries should provide adequate training for the public in use of new technology.

- Public libraries should work to improve library rules (such as fines) and policies (such as hiring criteria).

9. The State Library and library schools should provide comprehensive technology training in a "train the trainers" format (Technology).

10. The State Library, the California Library Association and library schools should continue to develop tools for organizing the World Wide Web to support language and cultural diversity in California (Technology).

11. The State Library, working with library schools, should train all library staff on the value of community joint ventures, using regional workshops, a manual, and a "train the trainer" approach (Community Collaboration).

12. All public libraries should provide technology and information literacy training for the public in group and individual instruction with support from the State Library and library schools (Technology).

13. The State Library should expand Internet access in local public libraries through the

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[4] Americans with Disabilities Act

[5] The Transaction Based Reimbursement (TBR) program reimburses local libraries for a portion of the costs they incur when they extend lending services beyond their normal clientele. There are three types of loans supported: equal access, universal borrowing, and interlibrary loans. Equal access and universal borrowing are loans made directly to individuals who are not residents of the jurisdiction of the lending library; interlibrary loans are loans made from one library jurisdiction to another in order to fill a patron's request made at the borrowing library.

InfoPeople project and other appropriate initiatives (Technology).

14. The State Library and all public libraries should support and facilitate community-based planning to determine their individual community's priorities for access (Access).

15. The State Library should repeat the Immigrant Grant Program[6] with small, easy-to-implement grants (Collection Development).

16. The State Library and library schools should survey Partnerships for Change (PFC)[7] libraries to determine the extent of impact on communities and library services and share findings statewide. This should be done with the idea that it may result in future grant projects (Community Collaboration).

17. The State Library, the California Library Association, library schools and all public libraries should publicize the library's unique role in lifelong learning, both to the profession and to the public (Lifelong Learning).

18. The State Library should introduce at a public library directors' forum the concept of managing organizational change, followed by a series of targeted programs that would enable libraries to receive customized assistance (Community Collaboration).

19. The State Library should create and fill a principal librarian position that specializes in development, public relations, networking and fundraising (Promoting the Value of Libraries).

20. The State Library should provide technology consulting services to public libraries, including a list of qualified consultants Technology).

21. Library schools should sponsor research on the implications of lifelong learning on collection development – e.g., career and job changes, welfare reform, the technologically illiterate (Collection Development).

22. The State Library should develop "Recommendations for Effective Library Service to Asian and Pacific Island Americans to complete the recommendations series on serving California's major ethnic populations" [8] (Collection Development).

23. The State Library should encourage the formation of a task force to create new performance measures for electronic library services (Technology).

24. The State Library, the California Library Association and all public libraries should provide training for all library staff in customer service, technology, and working with diverse communities, particularly but not exclusively ethnic communities (Staffing).

25. The Library of Congress should continue to maintain standards for Spanish and Asian languages subject headings – and other language subject headings – e.g., Bilindex (Collection Development).

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[6] From FY 1990/91 to 1993/94, the State Library's Immigrant Grant Program provided training and $5,000 grants to public libraries for collection development to enable them to better serve their immigrant populations.

[7] The Partnerships for Change (PFC) Program was designed to help public library staff to reach out to their changing communities, to better understand them and their information and recreation needs, and then to restructure their library service plans to meet the needs of these changing populations. The California State Library worked with 26 public libraries between 1989 and 1995 and provided grants and training to assist libraries in creating public library services that were meaningful and relevant for their communities.

[8] The State Library has already published recommendations for African-Americans (*Keeping the Promise*), and Spanish-speaking communities (*Adelante*).

26. The State Library should bring library schools and public librarians together for discussion of core competencies (Staffing).

27. The State Library, the California Library Association and public libraries should develop bilingual, bicultural staff and work to empower a "feminine" profession (Lifelong Learning).

28. All public libraries should develop adequate resources in terms of staff, material and hours (Lifelong Learning).

29. The State Library should develop a needs assessment template for collection development and distribute it to all California public libraries (Collection Development).

30. The State Library and public libraries should expand the PFC methodology to include children, young adults, aging baby boomers, seniors, etc. (Community Collaboration)

31. The State Library should fund internships for high school students at local public libraries (Staffing).

32. All public libraries should reexamine and redefine staff duties and expectations so that being flexible, adapting to change, and being creative with the community equals success (Staffing).

33. The State Library, the California Library Association, library schools and all public libraries should recognize and respond to the need for continuing education in the areas of managing technology (Technology).

APPENDIX A

Recommendations by Topic

(#) indicates number of votes received from participants

Access

(1) 1. The State Library should take a leadership role to develop a library card for statewide use.

(1) 2. All libraries and vendors should work to increase the user-friendliness of on-line technology with multiple languages and the use of graphics and icons.

(12) 3. Barriers to access should be addressed as follows:

- Library schools, the California Library Association (the California Library Association), and all libraries should work together to address and improve staff attitudes, lack of skills, and staff's need for training.
- Public libraries should address the issue of fees for non-resident's library cards.
- Public libraries should work to improve unsuitable library buildings and facilities that don't meet ADA[1] requirements, their lack of equipment, and services for special needs.
- The State Library should address the inequities of TBR[2] subsidies.
- The State Library, the California Library Association and public libraries should address the issue of disparities in funding.
- Public libraries should address the lack of public transportation, inadequate parking, and poor access to parking at the local level.
- All libraries should respond to the language needs of their service areas.
- The State Library and public libraries should work together to improve the literacy level of all Californians.
- Public libraries should promote their services to non-users who have no previous experience/knowledge of public libraries.
- Public libraries and the California Library Association should address the lack of policy/legislation ensuring every individual's right to library services.
- The State Library should address the problem of "haves/have nots" in technology ownership by potential patrons.

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[1] Americans with Disabilities Act.

[2] The Transaction Based Reimbursement (TBR) program reimburses local libraries for a portion of the costs they incur when they extend lending services beyond their normal clientele. There are three types of loans supported: equal access, universal borrowing, and interlibrary loans. Equal access and universal borrowing are loans made directly to individuals who are not residents of the jurisdiction of the lending library; interlibrary loans are loans made from one library jurisdiction to another in order to fill a patron's request made at the borrowing library.

- Public libraries should work to eliminate electronic barriers (e.g., getting voice mail instead of a person).

- All libraries should provide adequate training for the public in use of new technology.

- Public libraries should work to improve library rules (such as fines) and policies (such as hiring criteria).

(0) 4. All libraries and vendors should facilitate gateways between on-line catalogs.

(1) 5. All libraries should provide front line staff and volunteers with customer service and conflict resolution skills; and make it a priority to hire people with these skills.

(8) 6. The State Library and all public libraries should support and facilitate community-based planning to determine their individual community's priorities for access.

(0) 7. The State Library and public libraries should provide CORE-type[3] training for the public on how to use the library, and tailor it to the needs of their communities in terms of languages and formats.

Collection Development and Resource Sharing

(0) 1. The State Library and the California Library Association should revisit/research how libraries market their collections by learning from reading groups, book selling trends and the "Oprah Factor."

(7) 2. The State Library should repeat the Immigrant Grant Program[4] with small, easy-to-implement grants.

(12) 3. The State Library should establish and maintain an Internet site that includes core lists of selected multicultural resources, plus hard-to-find materials, collection development policies, etc.

(5) 4. Library schools should sponsor research on the implications of lifelong learning on collection development – e.g., career and job changes, welfare reform, the technologically illiterate.

(1) 5. Library schools should research how and why underserved populations do or don't use information resources; and recommend how this research might be used to improve public library services.

(0) 6. Library schools and the State Library should conduct research to demonstrate the benefits of resource sharing.

(4) 7. The Library of Congress should continue to maintain standards for Spanish and Asian languages subject headings – and other language subject headings – e.g., Bilindex.

(0) 8. The State Library and library schools should develop evaluation tools for multiformat, multilingual materials.

(12) 9. The State Library should review

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[3] California Opportunities for Reference Excellence (CORE) is a federally funded grant project targeted at improving the quality of library reference services in the state through the provision of a series of statewide workshops focusing on improvement of reference skills and increased knowledge of reference tools.

[4] From FY 1990/91 to 1993/94, the State Library's Immigrant Grant Program provided training and $5,000 grants to public libraries for collection development to enable them to better serve their immigrant populations.

multicultural grant programs[5] to develop a list of what was purchased and distributed to all libraries throughout the state.

(22) 10. The State Library and public libraries should develop collections and programs for ages 10-18 years, beyond homework assignments.

(4) 11. The State Library should develop "Recommendations for Effective Library Service to Asian and Pacific Island Americans to complete the recommendations series on serving California's major ethnic populations"[6]

(2) 12. The State Library should develop a needs assessment template for collection development and distribute it to all California public libraries.

(1) 13. The State Library should develop strategies for dealing with the impact of school library inadequacies.

(1) 14. The State Library should promote cataloging of resources in all California public libraries – for example, targeted grants for cataloging non-English language or non-traditional materials.

Community Collaboration

(7) 1. The State Library and library schools should survey Partnerships for Change (PFC)[7] libraries to determine the extent of impact on communities and library services and share findings statewide. This should be done with the idea that it may result in future grant projects.

(9) 2. The State Library, working with library schools, should train all library staff on the value of community joint ventures, using regional workshops, a manual, and a "train the trainer" approach.

(15) 3. The State Library should implement grant program for organizational joint ventures (institutional) to raise awareness of libraries in the community.

(6) 4. The State Library should introduce at a public library directors' forum the concept of managing organizational change, followed by a series of targeted programs that would enable libraries to receive customized assistance.

(0) 5. Public libraries should promote and publicize the value of joint ventures with the library on an on-going basis.

(2) 6. The State Library and public libraries should expand the PFC methodology to include children, young adults, aging baby boomers, seniors, etc.

Lifelong Learning

(0) 1. Public libraries should develop strategies for customized lifelong learning.

[5] It is not possible to implement this recommendation because: (1) core collections were distributed only in the first year of the Immigrant Grant Program, and are therefore dated; and (2) State Library philosophy recommends that collection development issues be addressed at the local level, based on the information and language needs of the library's service area population.

[6] The State Library has already published recommendations for African-Americans *(Keeping the Promise)*, and Spanish-speaking communities *(Adelante)*.

[7] The Partnerships for Change (PFC) Program was designed to help public library staff to reach out to their changing communities, to better understand them and their information and recreation needs, and then to restructure their library service plans to meet the needs of these changing populations. The California State Library worked with 26 public libraries between 1989 and 1995 and provided grants and training to assist libraries in creating public library services that were meaningful and relevant for their communities.

(0) 2. Public libraries should identify and collaborate with competitors and partners, especially other education providers.

(7) 3. The State Library, the California Library Association, library schools and all public libraries should publicize the library's unique role in lifelong learning, both to the profession and to the public.

(1) 4. The State Library, the California Library Association, library schools and all public libraries should create techniques for developing individual learning plans using appropriate technology on and off-site.

(0) 5. Public libraries should train staff to be facilitators/readers advisers.

(0) 6. Public libraries should identify staff that have particular subject strengths and work to improve them.

(0) 7. Public libraries should make customer service a priority by providing a friendly, welcoming environment, top to bottom.

(3) 8. The State Library, the California Library Association and public libraries should develop bilingual, bicultural staff and work to empower a "feminine" profession.

(3) 9. All public libraries should develop adequate resources in terms of staff, material and hours.

(0) 10. All public libraries should work to create a welcoming environment that includes sufficient physical space.

Promoting the Value of Libraries

(41) 1. The State Library should take a leadership role (working with the California Library Association and membership, ALA[8], CALTAC [9], Friends, and partners) to develop a statewide public relations campaign. This would include a grant to develop a 3-5 year plan of ongoing activities, and a millennium conference. The campaign should tap major metropolitan areas of San Francisco, San Diego and Los Angeles and include messages that could be replicated locally, with a cost/benefit analysis.

(5) 2. The State Library should create and fill a principal librarian position that specializes in development, public relations, networking and fundraising.

(0) 3. The State Library should develop integrated training and strategies for simultaneous use at the local level.

(17) 4. The State Library and public libraries should establish LSTA[10] minigrants for promoting local libraries and community awareness activities.

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[8] American Library Association.

[9] California Association of Library Trustees and Commissioners.

[10] The Library Services and Technology Act (LSTA), a federal grants-in-aid program for local libraries, is the successor to the Library Services and Construction Act (LSCA), and is administered in California by the State Librarian. Each year the California State Librarian awards approximately $10.6 million for local assistance awards on a competitive basis in response to locally initiated proposals which meet the purposes of the Act. The program extends LSCA in the area of information services to special populations, expands the emphasis on technology in libraries, and encourages resource sharing and inter-library networking and cooperation.

Staffing

(1) 1. The State Library and the California Library Association should develop a statewide model of groups of job skills for library staff.

(2) 2. All public libraries should reexamine and redefine staff duties and expectations so that being flexible, adapting to change, and being creative with the community equals success.

(1) 3. All public libraries should redefine hiring habits and job qualifications that have been based on traditional fields of librarianship. This could include non-traditional employment methods such as contracting for short term needs or outsourcing.

(3) 4. The State Library should bring library schools and public librarians together for discussion of core competencies.

(19) 5. The California Library Association should take a leadership role (with the State Library providing funding) to develop opportunities for internships, models and programs that develop managers into directors. This would include release time grants to go to school plus tuition, while working to remove local restrictions.

(2) 6. The State Library should fund internships for high school students at local public libraries.

(0) 7. All public libraries should establish internal mentoring systems.

(4) 8. The State Library, the California Library Association and all public libraries should provide training for all library staff in customer service, technology, and working with diverse communities, particularly but not exclusively ethnic communities.

(1) 9. The State Library should coordinate training with greater emphasis on including all libraries and library systems, by providing state dollars for release time for staff to attend training.

(0) 10. All libraries should match job skills and job classifications to redefine them. Library schools and all public libraries should redefine library education via a dialogue between library faculty and public libraries.

Technology

(5) 1. The State Library should provide technology consulting services to public libraries, including a list of qualified consultants.

(11) 2. The State Library and library schools should provide comprehensive technology training in a "train the trainers" format.

(9) 3. All public libraries should provide technology and information literacy training for the public in group and individual instruction with support from the State Library and library schools.

(8) 4. The State Library should expand Internet access in local public libraries through the InfoPeople project and other appropriate initiatives.

(1) 5. The State Library, the California Library Association, library schools, the library community, and other intellectual freedom organizations should provide assistance (e.g., forums, clearinghouse, conference, etc.) and support to local libraries on intellectual freedom in the on-line, digital environment.

(12) 6. the California Library Association should establish minimum levels of technology standards for public libraries in order to ensure equity of access. This should also include an assessment of current technology levels in California public libraries.

(0) 7. Public libraries should continue to explore and expand cooperating on the implementation of technology in their region.

(10) 8. The State Library, the California Library Association and library schools should continue to develop tools for organizing the World Wide Web to support language and cultural diversity in California.

(4) 9. The State Library should encourage the formation of a task force to create new performance measures for electronic library services.

(2) 10. The State Library, the California Library Association, library schools and all public libraries should recognize and respond to the need for continuing education in the areas of managing technology.

APPENDIX B

Participants

Jose Aponte, Library Director, Oceanside Public Library

Alyce J. Archuleta, Supervising Librarian, San Diego Public Library

Geoff Armour, Assistant Library Director, Carlsbad City Library

Martha Arroyo-Neves, Circulation Manager, San Francisco Public Library, Mission Branch

Gregg Atkins, President, California Library Association & College of San Mateo Library

Sandra Rios Balderrama, Supervising Librarian, Recruitment, Staff Training and Retention, Oakland Public Library

Deborah Barrow, Library Director, Watsonville Public Library

Henry E. Bates, County Librarian, Mendocino County Library

Christopher Berger, Resource Sharing Specialist, California State Library

Mae Bolton, Library Services Manager, Berkeley Public Library

Barbara Bowie, Principal Librarian, Riverside City/County Public Library, Palm Desert Library

Richard Bray, Community Information & Internet Librarian, Pasadena Public Library

Steven Cady, Senior Librarian, San Francisco Public Library, Mission Branch

Barbara J. Campbell, library supporter

Jean Carpenter, Kaiser Permanente Counseling & Learning Center

Judith A. Castiano, Branch Manager, San Diego Public Library, Tierrasanta Branch

Jorge F. Castillo, Librarian II/Children's Lead and Bilingual Services, South Chula Vista Library

Kristie Coons, Head of Adult Services, Kern County Library

Bonnie Crell, Principal Librarian, Department of the Youth Authority

Marilyn Crouch, Library Director, San Diego County Library

Olivia Cueva-Fernández, Vice-president, Board of Library Commissioners, Los Angeles Public Library

Jay Cunningham, LSTA Coordinator, California State Library

Billie Dancy, Director of Library Services, Oakland Public Library

Susan Denniston, Administrative Librarian, Public Services, Sunnyvale Public Library

Henry Der, Deputy Superintendent, External Affairs Branch, California Department of Education

Ramon A. Diaz, City Manager, City of Palm Desert

Diane Rhea Duquette, Director of Libraries, Kern County Library

Ofelia E. Escobedo, library supporter

Mary Sue Ferrell, Executive Director, California Library Association

Grace Francisco, Hispanic Services Librarian, Oceanside Public Library

Jose P. Galvan, Young Adult Librarian, Los Angeles Public Library, Wilshire Branch

Henry L. Gardner, Managing Partner, Gardner, Underwood & Bacon

Liz Gibson, Bureau Chief, Library Development Services, California State Library

Anne Marie Gold, County Librarian, Contra Costa County Library

Rafael M. Gonzalez, Regional Collection Coordinator, County of Los Angeles Public Library, East County Region

Sandy Habbestad, CLSA Program Analyst, California State Library

Richard Hall, Library Construction Bond Act Manager, California State Library

Emma B. Harris, Branch Manager, Anaheim Public Library, Canyon Hills Branch

Elizabeth Hope Hayes, Administrative Director of African American Museum & Library at Oakland

Luis Herrera, Director, Pasadena Public Library

Vineca Hess, County Librarian, Mono County Library

Susan Hildreth, Planning Consultant, California State Library

Cordelia Howard, Director, Long Beach Public Library

Albert W. Johnson II, Senior Librarian, Young Adult Services, Los Angeles Public Library

Maggie L. Johnson, Senior Librarian, Los Angeles Public Library, Memorial Branch

Sharon Johnson, Community Library Manager, County of Los Angeles Public Library, Compton Library

Lynda L. Jones, Literacy Coordinator, Carlsbad City Library

John K. Kallenberg, County Librarian, Fresno County Library

Terry Kastanis, Professor, Library Technology, Sacramento City College

Shelly G. Keller, Convocation Coordinator and Facilitator

Rose-Marie Kennedy, Deputy County Librarian, Branches & Extension Services, Contra Costa County Library

Ed Kieczykowski, County Librarian, San Bernardino County Library

Richard M. Killian, Library Director, Sacramento Public Library

Lydia Kuhn, Fresno County Free Library

Maureen Kwok, Senior Librarian, Multicultural Services, San Jose Public Library

Mary Jo Levy, Director of Libraries, Palo Alto City Library, Downtown Branch

Adelia Lines, Director of Library Services, Berkeley Public Library

Suzanne Lo, formerly Oakland Public Library, Asian Branch

Angie Lopéz, Branch Manager, Monterey County Library, Soledad Community Library

Elias Lopez, Research Program Specialist, California Research Bureau

Kathleen Low, Convocation Chair and Ethnic Services Consultant, California State Library

Gerald Maginnity, Coordinator, Mountain Valley Library System

Penny S. Markey, Assistant Library Administrator, Youth Services Coordinator, County of Los Angeles Public Library

Margaret Miles, County Librarian, Plumas County Library

Geoffrey Miller, Audio-Visual Librarian, Richmond Public Library

Al Milo, Library Director, Fullerton Public Library

Regina Minudri, Library Director Emerita

Effie Lee Morris, library supporter

Charlotte Nolan, Associate Dean, School of Information Management & Systems, University of California, Berkeley

Julie Odofin, Library Program Coordinator, Oakland Public Library

Diane Olivo, Children's Librarian, Los Angeles Public Library

Julia M. Orozco, Library Director, Salinas Public Library

K.G. Ouye, City Librarian, San Mateo Public Library

Mark Parker, Deputy Library Director, Sacramento Public Library

Josefina Patria, Member, California Library Services Board

Francisco Pinneli, County Librarian, Nevada County Public Library

Terry Preston, Chairman, Oakland Library Commission

Natalie Rae Rencher, Branch Manager, San Diego Public Library, Malcolm X Library & Performing Arts Center

Brian A. Reynolds, Director, San Luis Obispo City-Co. Library

Daniel Robles, District Librarian, Blanchard Community Library, Santa Paula Public Library District

Jae Min Roh, Senior Librarian, Los Angeles Public Library, Pio Pico Koreatown Branch

Richard Serrato, Supervising Librarian, Berkeley Public Library

Jackie Siminitus, Stakeholder Relations, Pacific Bell

Leslie Jean Simmons, Branch Manager, San Diego Public Library, University Heights Branch

Dr. Kevin Starr, State Librarian of California

Mary L. Stephens, County Librarian, Yolo County Library

Janice Cesolini Stuter, Principal Librarian, Department of Corrections

Carole Talan, Family Literacy Specialist, California State Library

Sandra Tauler, City Librarian, Camarena Memorial Library

Richard Terry, CLSA Program Coordinator, California State Library

Jeanne Thivierge, Local History Specialist, Redwood City Public Library

Shawna Saavedra Thorup, Senior Librarian, Torrance Public Library, Southeast Branch

Bessie Condos Tichauer, Children and Youth Services Consultant, California State Library

Rita A. Torres, Senior Librarian, San Jose Public Library, Dr. Martin Luther King, Jr. Main Library

Albert Tovar, Assistant Regional Administrator, Central Region, County of Los Angeles Public Library

Virginia A. Walter, Associate Professor, UCLA, Library & Information Science Department

Judy Weedman, Associate Professor, San Jose State University, School of Library & Information Science

Barbara Will, Networking Coordinator, California State Library

Patricia M. Wong, Supervising Librarian, Berkeley Public Library, Southeast Branch

Linda M. Wood, County Librarian, Alameda County Library

Kenneth A. Yamashita, Library Division Manager for Central Library & Technical Services, Stockton-San Joaquin County Public Library

Linda Yao, Library Director, Upland Public Library

APPENDIX C

California State Library's Convocation on Providing Public Library Services to California's 21st Century Population

May 20-21, 1997
Holiday Inn Capitol Plaza, Sacramento

AGENDA

Tuesday, May 20

7:00-8:00 am	Registration & Continental Breakfast
8:00-8:25 am	Welcome –Dr. Kevin Starr, State Librarian of California
8:25-8:45 am	Introduction to Convocation –Liz Gibson, Bureau Chief, Library Development Services
8:45-9:00 am	Review Convocation agenda and packet –Kathy Low, Library Development Services
9:00-9:15 am	Update–Library Services and Technology Act and Funding Implications –Jay Cunningham, Library Development Services
9:15-9:45 am	Participants' Convocation Goals and Expectations –Shelly Keller, Convocation Coordinator
9:45-10:00 am	California's 21st Century Demographics –Elias Lopez, California Research Bureau
10:00-10:15 am	BREAK (sign up for Breakout Sessions)
10:10-11:45 am	Review of Issues and Process of Identification –Bessie Condos Tichauer, Library Development Services Perspectives Paper Presentations on Issues (3-5 minutes each): 1. Access –Diane Duquette –Margaret Miles 2. Collection Development & Resource Sharing –Hope Hayes –Brian Reynolds 3. Community Collaboration & Outreach –Luis Herrera –Penny Markey –Francisco Pinneli

11:10-11:45 am	4. Life-long Learning
	–Martha Arroyo-Neves
	–Henry Der
	5. Promoting the Value of Libraries
	–Regina Minudri
	–Linda Wood
	6. Staffing to Serve California's 21st Century Population
	–Marilyn Crouch
	–Billie Dancy
	7. Technology
	–John Kallenberg
	–Mark Parker
11:45-1:15 pm	Lunch In John Q Ballroom, 16th floor
1:15-1:30 pm	Participants sign up for 2 Breakout Sessions
1:30-1:45 pm	Instructions for Breakout Sessions
	–Shelly Keller
1:45-3:00 pm	Breakout Session 1 (by topics listed below)
	1. Access
	2. Collection Development & Resource Sharing
	3. Community Collaboration & Outreach
	4. Life-long Learning
	5. Promoting the Value of Libraries
	6. Staffing to Serve California's 21st Century Population
	7. Technology
3:00-3:15 pm	BREAK
3:15-4:45 pm	Breakout Sessions report back to group for comment
4:45-5:00 pm	Identify other relevant issues
5:15-6:30 pm	No-host Bar in John Q Ballroom on 16th floor
6:00-7:30 pm	Dinner and Keynote Address in the John Q Ballroom, 16th floor
	–Dan Walters, Syndicated Political Columnist
	The Sacramento Bee

Wednesday, May 21

7:00-8:00 am	Hotel check-out (please check out before 1:00 pm)
	Continental Breakfast
8:00-8:10 am	Regroup; review instructions for Breakout Session 2
	–Shelly Keller

8:10-9:30 am	Breakout Session 2 (by topic) 1. Access 2. Collection Development & Resource Sharing 3. Community Collaboration & Outreach 4. Life-long Learning 5. Promoting the Value of Libraries 6. Staffing to Serve California's 21st Century Population 7. Technology
9:45-11:25 am	Breakout Sessions report back to group for comment
11:25-11:30 am	Funding Library Education –Kathy Low
11:30-11:40 am	Instructions for Breakout Session 3 –Shelly Keller
11:45 am-1:15 pm	Lunch and Keynote Address in the John Q Ballroom, 16th floor –Richard Rodriguez, author and journalist
1:15-2:25 pm	Breakout Session to Develop Plan for Implementation 1. Front line public library staff and middle managers 2. Library policy makers 3. Library educators 4. Public library supporters
2:30-3:30 pm	Breakout Sessions report back; group gives comment and feedback on each
3:30-3:45 pm	Suggestions for Library Services and Technology Act Funding –Jay Cunningham
3:45-4:00 pm	Next steps; wrap-up –Shelly Keller and Kathy Low
4:00 pm	Adjourn

APPENDIX D

Convocation Packet Contents

Contents of the Convocation Packet included:

1. Selected pages from *Entering the 21st Century: California's Public Libraries Face the Future*, Institute for the Future, published by the California State Library in April 1996.

2. Final recommendations from the *State of Change Conference Proceedings*, published by the California State Library in 1988.

3. *Public Library Organization in California*, compiled by Linda Wood, Alameda County Librarian, and edited by Beverly Simmons, Project Director.

4. *Buildings, books and bytes: Libraries and communities in the digital age*, prepared by the Benton Foundation and funded by W. K. Kellogg Foundation.

5. Perspective Papers contained in this publication.

Summary
# of Input Received from the
Public Forums
on the
California State Library's Convocation
on
Providing Public Library Service
to California's 21st Century Population

November, 4, 1997

Summary of Convocation Forums

Background

Nine public forums to review conferee recommendations from the May 20-21 Convocation (Providing Public Library Service to California's 21st Century Population) were held around California from August 26 to September 19, 1997 in the following locations:

- Yolo County Public Library, Davis Branch (August 26)
- Corona Public Library (September 3)
- San Diego Public Library, Scripps Ranch Branch (September 4)
- Tehama County Library Headquarters (September 5)
- Santa Barbara Public Library (September 10)
- Salinas Community Center (September 11)
- Fresno County Library, Central Library (September 12)
- San Francisco Public Library (September 16)
- Los Angeles Public Library (September 19) co-hosted by the County of Los Angeles Public Library

Forum speakers were selected from the list of Convocation participants who volunteered to take part in the forums and included: Francisco Pinneli, Virginia Walter, Barbara Bowie, Ramon Diaz, Judith Castiano, Margaret Miles, Grace Francisco, Brian Reynolds, Richard Bray, Diane Duquette, Jose Galvan, Maggie Johnson and Luis Herrera. Each forum had two speakers as well as a State Library consultant (Susan Hildreth, Kathy Low and Bessie Condos Tichauer) to flip chart comments and answer questions.

272 attendees, 196 Comment Forms returned

Public forum attendees numbered 272; 196 Comment Forms were received at the forums or by mail. San Diego (with 65 attendees) and Los Angeles (with 56) had the highest attendance. San Francisco (with 7 attendees) had the lowest attendance. It should be noted that the San Francisco forum was held one day after the end of the BART strike. Shelly Keller, Convocation and Forum Coordinator, worked with forum hosts and speakers, providing promotional materials (media release, public service announcements, flier copy, agendas and overhead transparencies). Forum dates and locations were also listed on several library listservs.

Positive library publicity

Forums were coordinated and promoted at the local level with hosts and coordinators determining the level of promotional support they would provide. Nearly all libraries promoted their forums using fliers in their local libraries and library systems. Yolo County Public Library, Salinas Public Library and Fresno County Library took advantage of publicity opportunities that the forum provided and secured media coverage both before and after their forums.

Tabulating forum attendees' top priorities

During the May Convocation, participants were asked to note their top 3 priorities (each vote counted as 1 point in the final tallying). Any recommendation that received fewer than 2 votes was not included in the final list of Convocation Priority Recommendations (see pages 3 -6 in this report). It should be noted that in the voting on priorities at the Convocation, "Barriers to Access" were listed as one recommendation with 14 points.

During the Forums, participants were asked to vote for their top 5 priorities, noting which was number 1, which was number 2, etc. Each number 1 priority vote was given 5 points; each number 2 priority vote was given 4 points, each number 3 priority vote was given 3 points, etc. Comment Forms were tabulated using this rating system. It should be noted that on the Forum Comment Forms, each item under "Barriers to Access" was treated as a separate recommendation for purposes of voting on priorities. As a result, in the Convocation Priority Recommendations, all "Barriers to Access" are listed as one priority, whereas the Forum Priority Recommendations treat each of the recommendations under "Barriers to Access" as individual recommendations. That also explains why there are 47 Forum Recommendations and 33 Convocation Recommendations.

Concurrence on the Number 1 Priority

A tally of the Forum Comment Forms reveals that forum attendees concurred with Convocation participants on the Number 1 priority by an overwhelming margin (385 points versus 158 points for Priority Number 2). That recommendation states: The State Library should take a leadership role (working with the California Library Association and membership, ALA, CALTAC, Friends and partners) to develop a statewide public relations campaign that could be replicated locally.

The second highest forum priority received 158 points. That recommendation states: The State Library, the California Library Association and public libraries should address the issue of disparities in funding. The third highest forum priority received 108 points.That recommendation states: The State Library and public libraries should develop collections and programs for ages 10-18, beyond homework assignments.

A complete listing of Forum Priority Recommendations is in Appendix A, pages 7-11.

Revisions to Recommendations

Based on input from the forums, two revisions have been made to the language of the Recommendations. The first change is to Priority Number 1 and involved deleting information on the length of the campaign plan, and specific cities. That recommendation now reads:

> The State Library should take a leadership role (working with the California Library Association and membership, ALA, CALTAC, Friends, and partners) to develop a statewide public relations campaign that could be replicated locally.

The second revision involves Convocation Priority Recommendation Number 27. In that recommendation, "bilingual, bicultural" has been changed to "multilingual, multicultural." In addition, the word "feminine" has been deleted from the phrase "to empower a feminine profession." That recommendation now reads:

> The State Library, the California Library Association and public libraries should develop multilingual, multicultural staff and work to empower the profession.

Additions to Recommendations

Based on input from the forums, several recommendations have been added to the Convocation Priority Recommendations. While these recommendations did not make the list of priorities at the Convocation, their high ranking by the forum participants qualified them to be added to the Convocation Priority Recommendations.

For a comparison of the Forum Priority Recommendations and the Convocation Priority Recommendations rankings, see pages 3-6. Those pages list the Convocation Priority Recommendations with the Forum Priority ranking given in the column preceding each recommendation.

Convocation Recommendations by Priority

The recommendations below have been prioritized according to the votes by Convocation participants (each participant was given 3 votes). Rankings of the Forum Recommendations by Priority are given in the space preceding each recommendations

Forum Results Priority #

1 1. The State Library should take a leadership role (working with the California Library Association and membership, ALA[1], CALTAC[2], Friends, and partners) to develop a statewide public relations campaign that could be replicated locally. (Promoting the Value of Libraries).

3 2. The State Library and public libraries should develop collections and programs for ages 10-18 years, beyond homework assignments (Collection Development).

10 *tie* 3. The California Library Association should take a leadership role (with the State Library providing funding) to develop opportunities for internships, models and programs that develop managers into directors. This would include release time grants to go to school plus tuition, while working to remove local restrictions (Staffing).

14 4. The State Library and public libraries should establish LSTA[3] minigrants for promoting local libraries and community awareness activities (Promoting the Value of Libraries).

4 5. The State Library should implement a grant program for organizational joint ventures (institutional) to raise awareness of libraries in the community (Community Collaboration).

Forum Results Priority #

20 6. The State Library should establish and maintain an Internet site that includes core lists of selected multicultural resources, plus hard-to-find materials, collection development policies, etc. (Collection Development).

10 *tie* 7. The California Library Association should establish minimum levels of technology standards for public libraries in order to ensure equity of access. This should also include an assessment of current technology levels in California public libraries (Technology).

8. Barriers to access should be addressed as follows (Access):

21 *tie* a. Library schools, the California Library Association, and all public libraries should work together to address and improve staff attitudes, lack of skills, and staff's need for training.

42 b. Public libraries should address the issue of fees for non-resident's library cards.

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[1] American Library Association

[2] California Association of Library Trustees and Commissioners.

[3] The Library Services and Technology Act (LSTA), a federal grants-in-aid program for local libraries, is the successor to the Library Services and Construction Act (LSCA), and is administered in California by the State Librarian. Each year the California State Librarian awards approximately $10.6 million for local assistance awards on a competitive basis in response to locally initiated proposals which meet the purposes of the Act. The program extends LSCA in the area of information services to special populations, expands the emphasis on technology in libraries, and encourages resource sharing and interlibrary networking and cooperation.

Forum Results Priority #

8. Barriers to access should be addressed as follows (Access): *continued*

38 *tie* c. Public libraries should work to improve unsuitable library buildings and facilities that don't meet ADA[4] requirements, their lack of equipment, and services for special needs.

5 *tie* d. The State Library should address the inequities of TBR[5] subsidies.

2 e. The State Library, the California Library Association and public libraries should address the issue of disparities in funding.

26 *tie* f. Public libraries should address the lack of public transportation, inadequate parking, and poor access to parking at the local level.

34 *tie* g. All public libraries should respond to the language needs of their service areas.

19 *tie* h. The State Library and public libraries should work together to improve the literacy level of all Californians.

5 *tie* i. Public libraries should promote their services to non-users who have no previous experience/knowledge of public libraries.

7 j. Public libraries and the California Library Association should address the lack of policy/legislation ensuring every individual's right to library services.

27 *tie* k. The State Library should address the problem of "haves/have nots" in technology ownership by potential patrons.

Forum Results Priority #

45 *tie* l. Public libraries should work to eliminate electronic barriers (e.g., getting voice mail instead of a person).

37 *tie* m. All libraries should provide adequate training for the public in use of new technology.

46 *tie* n. Public libraries should work to improve library rules (such as fines) and policies (such as hiring criteria).

25 *tie* 9. The State Library and library schools should provide comprehensive technology training in a "train the trainers" format (Technology).

41 *tie* 10. The State Library, the California Library Association and library schools should continue to develop tools for organizing the World Wide Web to support language and cultural diversity in California (Technology).

11 11. The State Library, working with library schools, should train all library staff on the value of community joint ventures, using regional workshops, a manual, and a "train the trainer" approach (Community Collaboration).

15 12. All public libraries should provide technology and information literacy training for the public in group and individual instruction with support from the State Library and library schools (Technology).

13 *tie* 13. The State Library should expand Internet access in local public libraries through

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[4] Americans with Disabilities Act.

[5] The Transaction Based Reimbursement (TBR) program reimburses local libraries for a portion of the costs they incur when they extend lending services beyond their normal clientele. There are three types of loans supported: equal access, universal borrowing, and interlibrary loans. Equal access and universal borrowing are loans made directly to individuals who are not residents of the jurisdiction of the lending library; interlibrary loans are loans made from one library jurisdiction to another in order to fill a patron's request made at the borrowing library.

the InfoPeople project and other appropriate initiatives (Technology).

17 *tie* 14. The State Library and all public libraries should support and facilitate community-based planning to determine their individual community's priorities for access (Access).

24 15. The State Library should repeat the Immigrant Grant Program[6] with small, easy-to-implement grants (Collection Development).

23 16. The State Library and library schools should survey Partnerships for Change (PFC)[7] libraries to determine the extent of impact on communities and library services and share findings statewide. This should be done with the idea that it may result in future grant projects (Community Collaboration).

13 *tie* 17. The State Library, the California Library Association, library schools and all public libraries should publicize the library's unique role in lifelong learning, both to the profession and to the public (Lifelong Learning).

30 *tie* 18. The State Library should introduce at a public library directors' forum the concept of managing organizational change, followed by a series of targeted programs that would enable libraries to receive customized assistance (Community Collaboration).

17 *tie* 19. The State Library should create and fill a principal librarian position that specializes in development, public relations, networking and fundraising (Promoting the Value of Libraries).

8 20. The State Library should provide technology consulting services to public libraries, including a list of qualified consultants (Technology).

29 21. Library schools should sponsor research on the implications of lifelong learning on collection development – e.g., career and job changes, welfare reform, the technologically illiterate (Collection Development).

47 *tie* 22. The State Library should develop "Recommendations for Effective Library Service to Asian and Pacific Island Americans to complete the recommendations series on serving California's major ethnic populations" [8] (Collection Development).

39 23. The State Library should encourage the formation of a task force to create new performance measures for electronic library services (Technology).

16 24. The State Library, the California Library Association and all public libraries should provide training for all library staff in customer service, technology, and working with diverse communities, particularly but not exclusively ethnic communities (Staffing).

46 *tie* 25. The Library of Congress should continue to maintain standards for Spanish and Asian languages subject headings – and other language subject headings – e.g., Bilindex (Collection Development).

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[6] From FY 1990/91 to 1993/94, the State Library's Immigrant Grant Program provided training and $5,000 grants to public libraries for collection development to enable them to better serve their immigrant populations.

[7] The Partnerships for Change (PFC) Program was designed to help public library staff to reach out to their changing communities, to better understand them and their information and recreation needs, and then to restructure their library service plans to meet the needs of these changing populations. The California State Library worked with 26 public libraries between 1989 and 1995 and provided grants and training to assist libraries in creating public library services that were meaningful and relevant for their communities.

[8] The State Library has already published recommendations for African-Americans *(Keeping the Promise)*, and Spanish-speaking communities *(Adelante)*.

Forum Results Priority #

25 *tie* 26. The State Library should bring library schools and public librarians together for discussion of core competencies (Staffing).

45 *tie* 27. The State Library, the California Library Association and public libraries should develop bilingual, bicultural staff and work to empower a "feminine" profession (Lifelong Learning).

6 28. All public libraries should develop adequate resources in terms of staff, material and hours (Lifelong Learning).

38 *tie* 29. The State Library should develop a needs assessment template for collection development and distribute it to all California public libraries (Collection Development).

34 *tie* 30. The State Library and public libraries should expand the PFC methodology to include children, young adults, aging baby boomers, seniors, etc. (Community Collaboration).

41 *tie* 31. The State Library should fund internships for high school students at local public libraries (Staffing).

28 *tie* 32. All public libraries should reexamine and redefine staff duties and expectations so that being flexible, adapting to change, and being creative with the community equals success (Staffing).

31 *tie* 33. The State Library, the California Library Association, library schools and all public libraries should recognize and respond to the need for continuing education in the areas of managing technology (Technology).

Additions to Recommendations

Based on input form the forums, the following recommendations have been added to the final Recommendations because of their high ranking by forum participants.

1. The State Library should take a leadership role to develop a library card for statewide use (Access).
2. The State Library should develop strategies for dealing with the impact of school library inadequacies (Community Development and Resource Sharing).
3. Public libraries should make customer service a priority by providing a friendly, welcoming environment, top to bottom (Lifelong Learning).
4. Public libraries should promote and publicize the value of joint ventures with the library on an on-going basis (Community Collaboration).
5. Library schools should sponsor research on the implications of lifelong learning on collection development – e.g., career and job changes, welfare reform, the technologically illiterate (Collection Development and Resource Sharing).
6. All public libraries should redefine hiring habits and job qualifications that have been based on traditional fields of librarianship. This could include non-traditional employment methods such as contracting for short term needs or outsourcing (Staffing).

Appendix A

Forum Priority Recommendations

Points

385 1. The State Library should take a leadership role (working with the California Library Association and membership, ALA[1], CALTAC[2], Friends, and partners) to develop a statewide public relations campaign that could be replicated locally. *Promoting the Value of Libraries*

158 2. The State Library, the California Library Association and public libraries should address the issue of disparities in funding. *Access*

102 3. The State Library and public libraries should develop collections and programs for ages 10-18 years, beyond homework assignments. *Collection Development and Resource Sharing*

95 4. The State Library should implement grant programs for organizational joint ventures (institutional) to raise awareness of libraries in the community. *Community Collaboration*

92 5 *tie*. The State Library should address the inequities of TBR[3] subsidies. *Access*

92 5 *tie*. Public libraries should promote their services to non-users who have no previous experience/knowledge of public libraries. *Access*

79 6. All public libraries should develop adequate resources in terms of staff, material and hours. *Lifelong Learning*

Points

75 7. Public libraries and the California Library Association should address the lack of policy/legislation ensuring every individual's right to library services. *Access*

73 8. The State Library should provide technology consulting services to public libraries, including a list of qualified consultants. *Technology*

68 9. The State Library should take a leadership role to develop a library card for statewide use. *Access*

64 10 *tie*. The California Library Association should take a leadership role (with the State Library providing funding) to develop opportunities for internships, models and programs that develop managers into directors. This would include release time grants to go to school plus tuition, while working to remove local restrictions. *Staffing*

64 10 *tie*. The California Library Association should establish minimum levels of technology standards for public libraries in order to ensure equity of access. This should also include an assessment of current technology levels in California public libraries. *Technology*

[1] American Library Association

[2] California Association of Library Trustees and Commissioners

[3] The Transaction Based Reimbursement (TBR) program reimburses local libraries for a portion of the costs they incur when they extend lending services beyond their normal clientele. There are three types of loans supported: equal access, universal borrowing, and interlibrary loans. Equal access and universal borrowing are loans made directly to individuals who are not residents of the jurisdiction of the lending library; interlibrary loans are loans made from one library jurisdiction to another in order to fill a patron's request made at the borrowing library.

Points

63 11. The State Library, working with library schools, should train all library staff on the value of community joint ventures, using regional workshops, a manual, and a "train the trainer" approach. *Community Collaboration*

62 12. The State Library should develop strategies for dealing with the impact of school library inadequacies. *Community Development and Resource Sharing*

57 13 *tie*. The State Library, the California Library Association, library schools and all public libraries should publicize the library's unique role in lifelong learning, both to the profession and to the public. *Lifelong Learning*

57 13 *tie*. The State Library should expand Internet access in local public libraries through the InfoPeople project and other appropriate initiatives. *Technology*

56 14. The State Library and public libraries should establish LSTA[4] minigrants for promoting local libraries and community awareness activities. *Promoting the Value of Libraries*

50 15. All public libraries should provide technology and information literacy training for the public in group and individual instruction with support from the State Library and library schools. *Technology*

Points

49 16. The State Library, the California Library Association and all public libraries should provide training for all library staff in customer service, technology, and working with diverse communities, particularly but not exclusively ethnic communities. *Staffing*

46 17 *tie*. The State Library and all public libraries should support and facilitate community-based planning to determine their individual community's priorities for access. *Access*

46 17 *tie*. The State Library should create and fill a principal librarian position that specializes in development, public relations, networking and fundraising. *Access*

45 18. Public libraries should make customer service a priority by providing a friendly, welcoming environment, top to bottom. *Lifelong Learning*

44 19 *tie*. The State Library and public libraries should work together to improve the literacy level of all Californians. *Access*

44 19 *tie*. All libraries should provide front line staff and volunteers with customer service and conflict resolution skills; and make it a priority to hire people with these skills. *Access*

41 20. The State Library should establish and maintain an Internet site that includes core lists of selected multicultural resources, plus hard-to-find materials, collection development policies, etc. *Collection Development and Resource Sharing*

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[4] The Library Services and Technology Act (LSTA), a federal grants-in-aid program for local libraries, is the successor to the Library Services and Construction Act (LSCA), and is administered in California by the State Librarian. Each year the California State Librarian awards approximately $10.6 million for local assistance awards on a competitive basis in response to locally initiated proposals which meet the purposes of the Act. The program extends LSCA in the area of information services to special populations, expands the emphasis on technology in libraries, and encourages resource sharing and inter-library networking and cooperation.

Points

37 21 *tie*. Library schools, the California Library Association, and all libraries should work together to address and improve staff attitudes, lack of skills, and staff's need for training. *Access*

37 21 *tie*. Public libraries should identify and collaborate with competitors and partners, especially other education providers. *Lifelong Learning*

32 22. Public libraries should promote and publicize the value of joint ventures with the library on an on-going basis. *Community Collaboration*

31 23. The State Library and library schools should survey Partnerships for Change (PFC)[5] libraries to determine the extent of impact on communities and library services and share findings statewide. This should be done with the idea that it may result in future grant projects. *Community Collaboration*

30 24. The State Library should repeat the Immigrant Grant Program[6] with small, easy-to-implement grants. *Collection Development and Resource Sharing*

27 25 *tie*. The State Library should bring library schools and public librarians together for discussion of core competencies. *Staffing*

27 25 *tie*. The State Library and library schools should provide comprehensive technology training in a "train the trainers" format. *Technology*

Points

26 26 *tie*. All libraries and vendors should work to increase the user-friendliness of on-line technology with multiple languages and the use of graphics and icons. *Access*

26 26 *tie*. Public libraries should address the lack of public transportation, inadequate parking, and poor access to parking at the local level. *Access*

25 27 *tie*. The State Library should address the problem of "haves/have nots" in technology ownership by potential patrons. *Access*

25 27 *tie*. The State Library and the California Library Association should revisit/research how libraries market their collections by learning from reading groups, book selling trends and the "Oprah Factor." *Collection Development and Resource Sharing*

23 28. All public libraries should reexamine and redefine staff duties and expectations so that being flexible, adapting to change, and being creative with the community equals success. *Staffing*

22 29. Library schools should research how and why underserved populations do or don't use information resources; and recommend how this research might be used to improve public library services. *Collection Development and Resource Sharing*

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[5] The Partnerships for Change (PFC) Program was designed to help public library staff to reach out to their changing communities, to better understand them and their information and recreation needs, and then to restructure their library service plans to meet the needs of these changing populations. The California State Library worked with 26 public libraries between 1989 and 1995 and provided grants and training to assist libraries in creating public library services that were meaningful and relevant for their communities.

[6] From FY 1990/91 to 1993/94, the State Library's Immigrant Grant Program provided training and $5,000 grants to public libraries for collection development to enable them to better serve their immigrant populations.

Points

20 30 *tie*. The State Library should introduce at a public library directors' forum the concept of managing organizational change, followed by a series of targeted programs that would enable libraries to receive customized assistance. *Community Collaboration*

20 30 *tie*. The State Library, the California Library Association, library schools, the library community, and other intellectual freedom organizations should provide assistance (e.g., forums, clearinghouse, conference, etc.) and support to local libraries on intellectual freedom in the on-line, digital environment. *Technology*

19 31. The State Library, the California Library Association, library schools and all public libraries should recognize and respond to the need for continuing education in the areas of managing technology. *Technology*

18 32. Library schools should sponsor research on the implications of lifelong learning on collection development – e.g., career and job changes, welfare reform, the technologically illiterate. *Collection Development and Resource Sharing*

17 33. All public libraries should redefine hiring habits and job qualifications that have been based on traditional fields of librarianship. This could include non-traditional employment methods such as contracting for short term needs or outsourcing. *Staffing*

16 34 *tie*. The State Library and public libraries should expand the PFC methodology to include children, young adults, aging baby boomers, seniors, etc. *Community Collaboration*

Points

16 34 *tie*. All libraries should respond to the language needs of their service areas. *Access*

15 35. The State Library should coordinate training with greater emphasis on including all libraries and library systems, by providing state dollars for release time for staff to attend training. *Staffing*

14 36 *tie*. Public libraries should continue to explore and expand cooperating on the implementation of technology in their region. *Technology*

14 36 *tie*. The State Library, the California Library Association, library schools and all public libraries should create techniques for developing individual learning plans using appropriate technology on and off-site. *Collection Development and Resource Sharing*

12 37 *tie*. The State Library and public libraries should provide CORE-type[7] training for the public on how to use the library, and tailor it to the needs of their communities in terms of languages and formats. *Access*

12 37 *tie*. All libraries should provide adequate training for the public in use of new technology. *Access*

10 38 *tie*. Public libraries should work to improve unsuitable library buildings and facilities that don't meet ADA[8] requirements, their lack of equipment, and services for special needs. *Access*

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[7] California Opportunities for Reference Excellence (CORE) is a federally funded grant project targeted at improving the quality of library reference services in the state through the provision of a series of statewide workshops focusing on improvement of reference skills and increased knowledge of reference tools

[8] Americans with Disabilities Act

Points

10 38 *tie*. The State Library should develop a needs assessment template for collection development and distribute it to all California public libraries. *Promoting the Value of Libraries*

9 39. The State Library should encourage the formation of a task force to create new performance measures for electronic library services. *Technology*

8 40. Public libraries should develop stategies for customized lifelong learning. *Lifelong Learning*

7 41 *tie*. The State Library should fund internships for high school students at local public libraries. *Staffing*

7 41 *tie*. All public libraries should establish internal mentoring systems. *Staffing*

7 41 *tie*. The State Library, the California Library Association and library schools should continue to develop tools for organizing the World Wide Web to support language and cultural diversity in California. *Technology*

6 42. Public libraries should address the issue of fees for non-resident's library cards. *Access*

5 43 *tie*. The State Library should develop integrated training and strategies for simultaneous use at the local level. *Promoting the Value of Libraries*

5 43 *tie*. The State Library and the California Library Association should develop a statewide model of groups of job skills for library staff. *Staffing*

4 44. The State Library should promote cataloging of resources in all California public libraries – for example, targeted grants for cataloging non-English language or non-traditional materials. *Promoting the Value of Libraries*

Points

3 45 *tie*. Public libraries should work to eliminate electronic barriers (e.g., getting voice mail instead of a person). *Access*

3 45 *tie*. The State Library and library schools should develop evaluation tools for multiformat, multilingual materials. *Collection Development and Resource Sharing*

3 45 *tie*. Public libraries should train staff to be facilitators/readers advisers. *Lifelong Learning*

3 45 *tie*. The State Library, the California Library Association and public libraries should develop multilingual, multicultural staff and work to empower the profession. *Lifelong Learning*

3 45 *tie*. All libraries should match job skills and job classifications to redefine them. Library schools and all public libraries should redefine library education via a dialogue between library faculty and public libraries. *Staffing*

2 46 *tie*. Public libraries should work to improve library rules (such as fines) and policies (such as hiring criteria). *Access*

2 46 *tie*. he Library of Congress should continue to maintain standards for Spanish and Asian languages subject headings – and other language subject headings – e.g., Bilindex. *Collection Development and Resource Sharing*

1 47 *tie*. All libraries and vendors should facilitate gateways between on-line catalogs. *Access*

1 47 *tie*. The State Library should develop "Recommendations for Effective Library Service to Asian and Pacific Island Americans to complete the recommendations series on serving California's major ethnic populations"* *Collection Development and Resource Sharing*

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*The State Library has already published recommendations for African-Americans *(Keeping the Promise)*, and Spanish-speaking communities *(Adelante)*

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